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ABSTRACT

Thomas A. Edison State College's Center for Corporate Partnerships and its 3-year program "Creating the Missing Connection" are reported. The Center connects Edison with business and government agencies so that they can play a role in making college education more accessible to their employees. The program contributed to the development of the center's collaborative model because it occasioned a formalization of the instinctive processes already going on at the center. The Fund for the Improvement of Collegiate Education (FICE) program contributions include resources for evaluation, marketing and recruitment policy development, organizational development, and improvement of the collaborative model, of student services, and of client services. Seven sections are as follows: introduction (mission and background of the center); development of collaborative expertise (visual model: the contract cycle, evolution of collaborative efforts, and lessons learned from collaborations); student survey summary (student survey results); client survey summary (client survey results); impact of FICE on the students, the center, and the college; dissemination activities; and programmatic initiatives and next steps for the center (a sample academic needs report, a form for tracking student activity, a monthly format for reporting center activity, and a history of client activities). The appendixes include a 35-page handbook entitled "Working Together: Colleges with Businesses; Developing Collaborative Relationships." (SM)

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"CREATING THE MISSING CONNECTION"

Final Report on
THE FUND FOR THE IMPROVEMENT OF COLLEGIATE EDUCATION GRANT

Submitted to the
NEW JERSEY DEPARTMENT OF HIGHER EDUCATION
by
THOMAS A. EDISON STATE COLLEGE

June 15, 1989

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U.S. DEPARTMENT OF EDUCATION
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SUMMARY

The benefits derived from the program, "Creating the Missing Connection," sponsored by the Fund for the Improvement of Collegiate Education (FICE), will extend far beyond the grant award which accrued to Edison's Center for Corporate Partnerships. The impact of the progress made under FICE will be felt for some time to come. The program contributed to the development of the Center's collaborative model because it occasioned a formalization of the instinctive processes already going on at the Center. A model has been developed, called the Contract Cycle (see Section 2), which charts the process of collaborating with employers and other educators. The model grew out of an extensive process of self-evaluation, outside evaluation and implementation of lessons learned from the collaborative process.

Intensified recruitment and marketing efforts were also enhanced by FICE. The Center's plan for research and data management was also very much influenced by the FICE evaluation process. This Final Report will provide a detailed analysis of the development of the Center, the evolution of the Center's expertise in collaboration, the impact of the FICE program, and the findings of the student and client surveys done under FICE. The report will also look at some future directions for the Center. A brief summary of the results of the FICE program is presented here:

FICE PROGRAM CONTRIBUTIONS

Resources for Evaluation

- Self-study Workshop with Ernest A. Lynton
- Presentations and Organizational Workshops with Pamela Tate
- Evaluation by Formative Evaluation Research Associates
- Evaluations by the Academy for Educational Development

Marketing and Recruitment Policy Development

- Direct Mail Campaigns to Prospective Client Industries
- Development and Revision of Center Brochures

Organizational Development

- Development of Advisory Board
- Staff Development

Improvement of Collaborative Model

- Contract Cycle
- Case Studies (included in the 1987 FICE Annual Report)

Improvement of Student Services

- Adult's Guide to Earning a Degree (see 1987 FICE Report)
- More On-site Services
- New Workshops
- Student Survey (included in Part 3 of this report)

Improvement of Client Services

- Organizational Focus of Educational Planning
- Client Survey (included in Part 4 of this Report)

Replication of Center Programs

- Handbook for Colleges (Appendix 2 A)
- Handbook for Employers (Work in progress)

INTRODUCTION

The final Fund for the Improvement of Collegiate Education Report will stress the interpretation of the results of our three year (1986-1988) project to enhance the Center for Corporate Partnership's outreach model by improving our ability to collaborate with clients and recruit and retain students. The report will answer the following questions posed in the grant proposal and addressed in an interim fashion in the 1987 report:

Has the Center improved its ability to work collaboratively with noncollegiate organizations?

Has the program had a positive impact on students?

Has Edison changed as the Center has developed?

Can other academic institutions profit from the Center's experiences?

To set these questions in context, the report begins with a description of Edison State College and an outline of the Center's background and mission as a part of Edison. This information will shed light on how the Center is developing.

The report will be organized as follows: (1) the mission and background of the Center, (2) a visual presentation of the steps in the collaborative process, (3) a look at how the collaborative efforts of the Center have evolved and grown, (4) a review of the data collected including results from student and client questionnaires, (5) a description of the impact of the FICE project on students and on the Center, and (6) a look at the next steps that the Center will take and what information it has to share with other colleges seeking to educate the working adult. This section will pay special attention to the issues of data management and student tracking which present special challenges given the flexible structure of credit attainment at Edison.

BACKGROUND

Thomas A. Edison State College was created to enable adults to earn their college degrees by working at their own pace in a self-directed program offering many degree earning strategies. Edison students can earn credits toward their degrees through examination, taking courses at instructional colleges, independent study and completing approved certificate, license or training programs. Students, with the assistance of Edison advisors, identify and document their college-level knowledge. Qualified faculty then determine whether students have met the requirements for college credit. In addition, Edison students can earn credits through a "prior learning assessment," which is Edison's procedure for evaluating knowledge gained outside of the classroom.

Edison is a four year college granting both bachelor's and associate's degrees. As one of New Jersey's nine state colleges, Edison is accredited by the Middle States Association of Colleges and Secondary Schools. Edison does not offer classroom instruction, specializing instead in the evaluation of knowledge. Fifty percent of Edison's graduates apply to graduate school and 85% are accepted to the first school of their choice. Edison graduates have been accepted at over 150 graduate schools including most of the Ivy League Schools. Edison's flexible mini-system of higher education works for busy adults. Students can apply any day and progress at their own rate. They can graduate at six different times during the year. In 1986, at the beginning of the FICE project, Edison was receiving an average of 200 applications a month. The fiscal '89 average to date is 290 a month. The Edison State College enrollment is over 7,000 students.

The Role of the Center

The Center for Corporate Partnerships (CCP) connects Edison with businesses and government agencies so that they can play a role in making college education more accessible to their employees. The Center employs ten people currently (April 1989). They are the Director of CCP, the Director of PONSI, two corporate programs account managers, three secretaries and three part-time assistants. The account managers, along with the Director of Corporate programs, are the people involved in planning educational programs with clients and managing the monitoring and development of those programs once they are in place. This involves close working relationships with training managers at client organizations and frequent field visits.

As a division of Thomas A. Edison State College, the Center serves the working community in two main capacities. The first is the Program on Noncollegiate Sponsored Instruction (PONSI), which is a program established under the aegis of the American Council on Education (ACE). Edison is the regional representative of ACE's program to evaluate courses offered by businesses, government agencies, trade unions and training schools in order to recommend college credit for those courses. After doing the PONSI evaluation, ACE publishes credit recommendations which are then available to colleges that can accept these credits toward degrees conferred by their own institutions.

Organizations that offer the courses evaluated for credit are called PONSİ sponsors. The students who take the courses can complete their degrees through Edison or they can add their credits to degree programs at the 1500 institutions nationwide that accept PONSİ courses. In New Jersey alone, thirty-seven colleges accept PONSİ credits. In Fiscal Year 1988, eighty-four percent of the Center's clients were PONSİ sponsors. Degree services clients accounted for the other 16% of clients. Some PONSİ sponsors such as the American Institute of Banking are also degree services clients.

The other arm of the Center provides or brokers educational services to businesses and government agencies, giving the employees of these organizations a chance to complete degrees in a range of traditional and non-traditional ways. The educational services provided by Edison run the gamut from Edison orientations and study skills workshops to degree programs sponsored by companies and designed by Edison to incorporate company courses, flexible options like equivalency testing, portfolio evaluation and on-site college courses offered by instructional institutions. The object of the Corporate Programs effort is to make college level education accessible to working people at all job levels.

As a part of Thomas A. Edison State College, the CCP acts as one point of entry to the full range of services that the college provides. Students who enter Edison through the Center are put directly in touch with the college staff. The Center's role is interesting, in that it acts as a broker of specialized college services to a specialized student market. At many colleges, providing flexible adult education is a sideline. However, the main business of Edison State College is to provide adult students with access to college level courses. The Center develops new markets for the College. In turn, the Center relies on the college to provide the support necessary to carry out its innovative employer-sponsored programs. The college provides record keeping and data processing support, as well as staff support. The work of the Center requires a degree of organizational flexibility which is evolving along with the Center's growth.

It might be helpful to review the steps that take place when collaborative programs are set up so that the services mentioned in this report are clearly understood. The program allows for a great deal of flexibility in terms of how students get their degrees and how long students take to complete degrees. This tends to encourage those students who know that they are capable and motivated but have very little time left over from work and family in which to study and take courses. The students in employer-sponsored collaborative programs have all of the services and degree options offered by Edison State College available to them. A typical collaborative plan might start with Edison people giving Overview Sessions at a client site to acquaint potential students with the Edison program and all of the degree options and credit earning strategies available.

The following is a list of the various credit earning strategies from which students can choose:

Credit Earning Strategies

- Licenses or Certificates
- Testing
- Telecourses
- Correspondence Courses
- PONSI Courses (Program on Noncollegiate Sponsored Instruction)
- Military Training Credits
- Portfolio Evaluation
- Edison Guided Study Courses
- Courses taken at Instructional Colleges

After employees are familiar with what Edison has to offer, orientation sessions can be held and advising hours can be scheduled at work sites. At this point, potential students can meet with Edison advisors to plan degree programs. Some of the degree options chosen by students can then be facilitated by having things like test preparation and testing done on site. In addition, the students who enroll at Edison have access to transcript evaluation to determine how many credits they have going into the program and advisors who are available by phone. Increasingly, these services are available in a computer assisted format. Computer products and systems have been developed under the Computer Assisted Lifelong Learning (CALL) Project which was supported by a Challenge Grant from the New Jersey Department of Higher Education. The CALL Project provides students with a complete computer orientation package, computer conferencing for Guided Study on CALL and self-assessment tests and exercises.

The Center also works with other colleges and community colleges to bring corporate students and existing courses together by helping companies collaborate with local colleges to work out degree programs for employees. For instance, Salem County College and Glassboro State College offer courses to employees of the Public Service Electric and Gas Nuclear Power Station right at their own site. These courses can be credited toward their degree program designed by the Center for Corporate Partnerships.

Center Beginnings: A Natural Outgrowth of Edison & PONSI

The Center's many functions and brokering activities grew out of requests to Edison from employers looking for new ways to access educational services for their employees. Some explanation of how that continuing growth process has taken place might further clarify the Center's work.

The Center was created in February of 1983 in response to requests for educational services from corporations like Bellcore and government departments like the New Jersey Department of State. The creation of the Center extended the College's mission to provide adults with access to college education. Several external trends provided a favorable climate for an enterprise of this sort. Those included the "aging " of the U.S. workforce

and the consequent need for employers to plan for training and retraining employees in the years to come, the willingness of colleges to accept PONSI courses and the working community's continuing dependence on technologies that change rapidly, forcing employers to adopt flexible training policies.

1986: FICE Grant Furthers Center Development

In January of 1986, the Center received the FICE grant to improve recruitment and retention of students through the emerging Center model and to work on further development of the model as well. The FICE grant supported the work of identifying students in organizational settings, recruiting them and seeing them through to degree completion by making Edison's services available, as well as identifying resources in the educational community at large. The goal of the FICE sponsored program was to serve these goals through intensified study of how collaborative efforts work best to fill the educational needs of student employees, as well as the organizational needs of their employers.

The College had continued to operate successfully as a field representative of the American Council on Education, working with the PONSI program. The success of PONSI, coupled with the fact that the new Center had generated 93% of its annual revenue budget by April of 1986, supported the notion that there was a definite need for the Center's services in bridging the gap between business and industry and the educational community. It was clear that employers needed a mini-system of higher education to which they could turn to fill their need for individualized, degree-oriented programs.

Mission: Providing Services by Creating Connections

Traditionally, collaborations between colleges and businesses or government agencies have been marked by communication difficulties and a mutual lack of understanding. Colleges don't understand much about how training decisions are made in the realms of government and business nor are they geared to fill the job-specific educational needs of working people with little time to pursue educational options. On the other hand, businesses don't understand how to approach, work with or get what they want from colleges. The Center's charge is to create the missing connections between the educational and business communities. Implicit in this mission is the task of creating systems at the Center to take this charge beyond a random case-by-case matching of employed students with educational services. The process has to be institutionalized in order to provide services, sustain existing programs, interact effectively with other divisions of the college, take stock of what is being learned and plan for growth. The following "recap" of the Center's evolution is set forth to give some sense of how the Center is proceeding to institutionalize the services it provides and to show how the Center has incorporated the lessons learned over the life of the FICE grant.

The Beginnings: Gauging Client Demand and Building a Strategy

The Center's first efforts in 1983 were directed at serving existing clients and developing marketing strategies for recruiting new organizational clients and their students. The PONSI effort was a continuing one which was given greater focus by being identified as a part of the newly created

department. Among the greatest benefits to PONS I was the intensification of the recruitment/marketing orientation of the department. This orientation was developed further in the process of applying for and implementing the FICE grant in 1986 through 1988.

Marketing

The Center followed a marketing strategy designed to target particular industries with special needs for flexible educational services of the type offered by Edison. The Center also looked for industries where there was some impetus for starting educational programs, such as changing structure, new technology or industry regulation. Looking toward industries where requests for services had already been made, as well as toward the state government, the Center decided to focus on the telecommunications, nuclear power, banking, and casino industries as well as on government agencies. In addition, the New Jersey area was targeted for client recruitment in order to build on Edison's existing reputation in its home state.

A variety of ways was used to research various markets including alumni contacts, articles in professional journals, conference displays, presentations, direct mail and cold-call selling. For instance, direct mail was decided on as the most cost-effective vehicle for making the Center and Edison College known to the nuclear industry. In December, 1985, the first mailing was made to all 56 nuclear operator training centers. This mailing targeted the nuclear industry on a nationwide basis because of the large number of people in that industry responding to Nuclear Regulatory Commission discussion about requiring power plant operators to have bachelor's degrees in nuclear sciences. The Bachelor of Science in Applied Science and Technology can be acquired using a large number of credits from approved military training and reactor operator licenses. Two more mailings to nuclear plants around the nation were done in 1986. This effort laid the groundwork for more extensive marketing in subsequent years and to a significant increase in student enrollment, as well as the development of more contracts.

Information and planning documents were developed, in 1986, and Center brochures were upgraded as well.

Self-evaluation and Goals Clarification to Enhance Collaboration Skills

In conjunction with the self-study provided for under the FICE grant, Dr. Ernest Lynton was brought in as a consultant in April, 1986, to help the staff focus on clarifying goals and methods of operations to achieve increased collaboration. Dr. Lynton stressed the importance of seeing that clients understand the ways in which Edison's services can benefit employing organizations as well as employees. Another consultant, Pamela Tate, added to the self-evaluation process with a presentation called "National Trends in Joint Ventures and the Politics of Collaboration." She also conducted organizational workshops with the staff.

Implementation of Evaluation Results

The result of these self-evaluation activities, which have been discussed in greater detail in the 1986 FICE Annual Report, was to reaffirm the

primary focus of the Center--to provide access to higher education to individuals in ways that also meet organizational needs. This reaffirmation led to recognition of the need for joint planning with potential corporate partners and the necessity to make marketing materials reflect the Center's ability to meet organizational needs. Self-evaluation efforts also pointed up the need to use the resources provided by other colleges in order to be able to marshal all of the educational alternatives necessary to provide the flexibility needed by working students.

One result of the FICE-sponsored self-evaluation was to bolster a shift in the role of the Center from being an educational problem-solving branch of Edison State College to being a broker of educational services from many sources. This shift had taken place when it became evident that the business community had confidence in the Center as an entity set up to fill a spectrum of their educational needs. It became necessary for this role shift to be clear to the rest of the College and to the clients, so that both the clients and the Center could make the most of all educational strategies early in collaborative planning sessions. The Center's role as a broker for a wide range of services was reflected in the creation of the Center News and two new brochures explaining the work of PONSИ and the Center. A joint planning document was also developed in 1986 and was later to be expanded into a handbook for educational institutions seeking to build collaborative relationships in industry and government. In addition, the Center staff put into practice a policy of increased contact with clients in joint planning and administration of corporate programs. For instance, activities at Bellcore were expanded from monthly on-site academic advising and pre-enrollment activities to include orientation to college workshops (1 in '86 and 3 in '87). The results were that Bellcore personnel had more access to Edison information which increased Bellcore's satisfaction with Edison's services and led to more services being requested.

At the end of 1986, Formative Evaluation Research Associates (FERA) was selected to review the Center's first annual FICE report and to assess the Center's effectiveness at meeting its goals as stated in the FICE grant. The FERA review called for more student data, the formation of an advisory committee and a reporting format which would be explicit in answering the questions posed in the FICE proposal. In response to the FERA review, the Center formed an Advisory Board which met for the first time in January, 1987. The effort to tie future reports to the proposal questions is evident in the 1987 annual FICE report and this final report. The question of gathering more student data is one that remains a challenge to the Center due to the particular difficulties of dealing with a group of students who are scattered, do not always attend traditional classes or transfer credits in a timely fashion and whose records are part of a large college data bank that is being revamped. The data gathered and the plans to improve future record keeping and student tracking are discussed later in this report.

1987: Expansion and Outreach

In 1987, the Center conducted a survey of colleges in New Jersey, Pennsylvania and New York to see how many colleges accepted PONSИ courses. Further cultivation of PONSИ acceptance resulted in the Rutgers School of Management accepting a course given by First Fidelity Bank. The annual PONSИ

Sponsors Meeting in April, 1987 brought college personnel together with the sponsors to reinforce the Center's role as a broker for all kinds of degree-oriented educational services.

The initiative to use resources from other providers was taken in 1987 with the development of the previously mentioned arrangements with Salem County College and Glassboro State to give courses on site at PSE&G. In addition, arrangements were made with Educational Testing Service (ETS) to provide a College Level Examination Program (CLEP) preparation course to student groups at employer sites.

In April and May, 1987, Center staff members gave presentations to the New Jersey Association of Lifelong Learning (ALL), the Association for Continuing Higher Education (ACHE) Conference and the George Mason Non-Traditional/ Interdisciplinary Conference. These presentations informed educators at other colleges of the strategies the Center has used in delivering educational services in a collaborative process model.

The Center engaged in collaborative planning with ETS, New Jersey Department of State and Harrah's Casino during 1987. The Center found it useful to use articulation agreements in working with clients in order to spell out degree completion options for defined groups of students employed by particular clients.

In June 1987, the second semi-annual meeting of the Advisory Board was held. Advisory Council members committed to expanding access to Edison within their organizations by making the Center known and including Center personnel in activities where appropriate.

1988: Consolidation and Maintenance to Sustain Growth

The Center entered a phase of consolidation in 1988 intensifying efforts on developing services to clients who were already launching programs. The chart which follows gives some indication of a shift in emphasis toward academic skills and credit-bearing services like study skills workshops and on-site testing.

CENTER FOR CORPORATE PARTNERSHIPS
NUMBER OF SERVICES PROVIDED
NUMBER OF STUDENTS PARTICIPATING IN EACH SERVICE
1987-1988

<u>SERVICE</u>	<u>NUMBER OF ORGANIZATIONS</u>		<u>NUMBER OF STUDENTS</u>	
	1987	1988	1987	1988
PRE-ENROLLMENT	15	14	573	266
ACADEMIC ADVISING	3	7	134	103
ON-SITE TESTING	2	3	50	55
ACADEMIC SERVICES:	3	7	127	424
WORKSHOPS				
PORTFOLIO				
STUDY SKILLS				
GUIDED STUDY				
TEST PREP				
STUDENT GROUPS				

This shift toward maintaining and building existing programs is the natural next step in servicing the clients who joined the Center as a result of the heavy recruitment and marketing efforts of the previous two years. Of the fifteen organizations served by the Center in 1987, five received only pre-enrollment services. The Center's promotional and business-generating activities, as well as its PONSİ services, were going strong in 1988, too. The Center had contact with fifteen additional organizations in 1988 for the purpose of discussing Center services and exploring possibilities for collaborative programs. All in all, the Center had contact with over sixty organizations in 1988 who were either new clients, retained clients or interested prospective clients for either PONSİ evaluations or educational services. The Center staff participated in numerous professional presentations and activities in 1987 and 1988. These are listed in Section 7 of this report. Future directions were sought by the Center, and ideas were presented as prospectuses and proposals. In 1988, Omaha Public Power District, a prospective client since 1986, contracted for services in what promises to be a solid, continuing collaborative degree program. Raritan Valley College became a collegiate partner providing courses at a corporate site.

In February, 1988, the FICE Interim Evaluation Report by the Academy for Educational Development (AED) was submitted to the Department of Higher Education. The report focused on the data collection difficulties that the Center had experienced while also commending the Center for successful retention of clients, formation of an advisory council and increasingly positive results in the area of collaboration with clients in business, industry and state government.

Data collection challenges have continued at the Center because of the complexity of the College's central student data base which is undergoing reorganization. In addition, the Center staff has decided that some data will be better handled by computerizing data collection at the office level rather than maintaining all records in a central file. At the end of 1988, it became clear that the Center needed to create its own computerized information system to carry on the record keeping and research functions which have evolved as part of the system for creating and maintaining collaborative programs. This step, plus the addition of staff to assist in data processing, will improve the system and position the Center well for future research efforts.

The Center's efforts in 1988 to consolidate and institute efficient procedures resulted in the development of a visual model of the process that the Center goes through in developing and maintaining clients. This model is important because it represents the thinking that emerged from the internal and external evaluations sponsored by the FICE grant. The Contract Cycle is a vehicle for routinizing the approach to collaborations in a form that can be amended to reflect further evolutions in the Center's approach to collaborations. Already, the format has been adapted by the Center staff to communicate ideas about collaborations in staff meetings. This indicates that the model, though simple, provides an idiom for Center staff to communicate about the process and suggest changes and amplifications. The Contract Cycle Chart is included following this section of the report as an introduction to the section on collaboration.

DEVELOPMENT OF COLLABORATIVE EXPERTISE

Visual Model
Evolution of Collaborative Efforts
Lessons Learned from Collaboration

VISUAL MODEL OF THE COLLABORATIVE PROCESS: CONTRACT CYCLE

The Center's visual model of the collaborative process, called the Contract Cycle, appears on the next page. The Contract Cycle represents all the steps in the collaborative process, from marketing to project evaluation. The steps in the cycle, which appear in the top left of each box, are:

Marketing
Planning Together
Review Needs and Negotiate Contract
Implementation
Monitoring and Maintenance
Evaluation and Next Steps

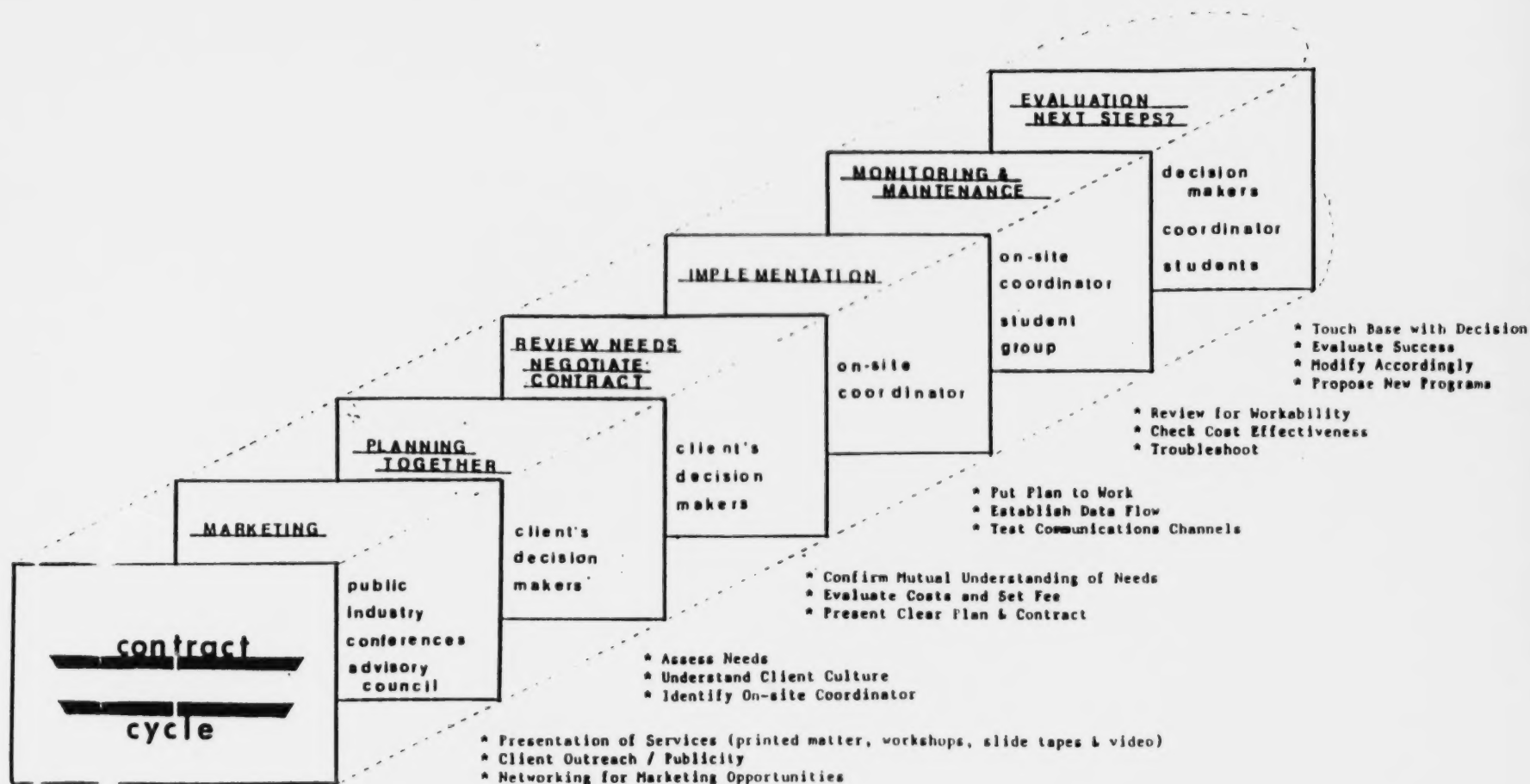
The model is called a cycle because, as the dotted lines indicate, the process is an ongoing one with evaluation leading back to the marketing phase. For instance, when a collaborative program is jointly evaluated by the Center and the client, next steps are suggested by the Center. The new steps must then be presented to the client. So, the process begins again.

The parties listed in the bottom right of each box are those to whom each of the steps is directed. For instance, marketing efforts are directed to the public, particular industries, professional conferences and the Center's Advisory Board.

The tasks listed, with asterisks, under each box are those that must be done at each step. For instance, it is very important for the Center to assess client needs early in the planning steps of a collaborative contract.

The Contract Cycle provides the Center with a visual idiom for the complex process of collaboration. It will be used in a flexible way to facilitate discussion and planning at the Center and to serve as a *modus operandi* for creating and maintaining collaborative educational programs in a systematic, responsive way.

The Contract Cycle is presented here to introduce the section on collaboration which follows the model.



HOW COLLABORATIVE EFFORTS HAVE GROWN: LESSONS LEARNED

Perhaps the most important thing learned with respect to collaboration over the history of the Center is the rule that each effort is unique in some ways and must be treated accordingly. However, there are some guidelines to good collaborative planning which can be adhered to in each collaboration to insure that the unique features of the collaborating parties are taken into consideration.

The Center's collaborative efforts have grown and developed through the experience of working with clients in fields as diverse as banking, nuclear power and state government. At the culmination of the FICE grant project, the Center staff developed the Contract Cycle chart as a model of the collaborative process developed by the Center in order to foster a systematic approach to the art of collaboration. The model also provides a vehicle for improving the system in a formal way as lessons are learned from ongoing collaborations. The Contract Cycle indicates the modus operandi of the Center. The following discussion deals with some of the lessons learned over the five year history of the Center.

Educational Collaborations in the Working Community

The Center has learned some things in its work with businesses and government agencies which are specific to collaborations between educational and non-educational institutions. The most important lesson here is a simple one. These types of institutions operate differently, communicate differently and have different needs. Misunderstandings and communication difficulties are to be expected between two groups with different goals and agendas.

Those wishing to help build connections between academia and the workplace must operate like diplomatic ambassadors, bridging different cultures, because that is just what they are doing. One Center client had difficulty getting enthusiasm for educational programs from her board of directors until an Edison representative came to board meetings with pertinent proposals, explained clearly and without educational jargon. It was important to be available at the right time, to go to the client and to translate educational programs into business terms.

One feature of operating in the working community is that working students are members of organizational cultures. To serve these students well, educators must find ways to deliver group services which can serve the employing institutions as well. At the Center, we have learned that we, as educators, need to work in partnership with employers to provide educational services which will help employees succeed at their jobs. We must make information on educational services available to businesses and other employers in terms which they can easily understand. We must explain employer needs to educators in terms to which they can relate. We must also help employers face the years ahead with a declining number of young workers. Education and training will become increasingly important. All of these imperatives must be accomplished in ways that take advantage of employer tuition benefits. All of the services must be delivered to working students with full time jobs and personal obligations. The challenges are great so the

need to work together in partnership is especially acute. The first step is to look for appropriate collaborators.

Learn to Target Appropriate Industries

The effort to collaborate starts right at the marketing stage of operations. It is necessary to focus marketing efforts at those groups with whom collaboration seems likely based on the nature of their industry or endeavor. For instance, the Center chose banking as one of its target industries because of the long-standing tradition of continuing job-related education in this field, the trend for banks to seek individuals with degrees, as well as financial training, and the existence of the American Institute of Banking whose many courses could be evaluated by PONSI and applied to degrees at Edison. There was obviously some fertile ground for mutually beneficial collaboration in this area. The marketing and development time was well spent.

Do Some Homework On Potential Clients

Potential clients are identified and sent written information about the Center. Some of those potential clients then contact the Center expressing interest in collaborative programs. At this point, the need for learning about the potential for collaboration on an individual client basis begins. The Center had contact with twenty-seven employers in 1988 for the purposes of making presentations, submitting proposals or delivering services. Any constraints on collaboration which can be learned ahead of time can be addressed up front at the first face-to-face collaborative session. Preparation can save time for the Center and the client. The Center can provide services on a comprehensive degree-program basis or on a step-by-step basis, providing services as necessary. It is helpful to know ahead of time which kind of approach might be needed by a potential collaborator. It is very useful to have some rough idea of the size of a potential client's budget and how many students they hope to enroll in their educational program.

Another factor which is helpful to know, but sometimes more difficult to determine, is the identity of the decision-makers on the project and where they are in the decision process. Are they at an exploratory stage or have the clients determined their needs and chosen a collaborative strategy? Clients at the early stages of exploring educational alternatives are taken seriously but left to explore at their own pace, while more intensive negotiations are focused on clients who are ready to implement their plans. The Center has learned the value of determining as much about a new client as possible. What do they do? How are they funded? Who makes their education and training decisions?

Make Meetings Count

Sometimes the seriousness of a client inquiry really cannot be determined until a meeting of the two potential collaborators takes place. The Center has learned that time is of the essence at this phase too. Large meetings between several staff members of each collaborating party are interesting and encouraging because they demonstrate interest on the part of the potential client. Nevertheless, this type of meeting must be managed well by the Center to communicate the possibilities available at the Center without

wasting staff time. Sometimes large exploratory meetings demonstrate CEO support, or other good faith evidence of potential at some point but no immediate action. In cases like this, the Center has learned that the best course of action to follow is to try to determine who will make the actual go-ahead decision for educational programs and to work with this person or persons in a low-keyed but consistent way to try to bring the negotiations to the point where definite pertinent proposals can be made. Just because a company is big does not mean that it will be a big client or that it spends its large budget quickly and decisively.

One large client of the Center's has been at the interested phase for over a year, without taking much action towards establishing a viable program. In this particular case, no strong committed manager for the project has been appointed by the company despite CEO support. The Center is carefully monitoring this account while limiting time spent on non-productive contact. In another case, the conservative policies of a client dictate that they move slowly toward shifting their educational program in the direction of a collaborative effort with Edison. Both Edison and the client want to work together but the company has not yet decided how it wants to utilize Edison's expertise in their large and ambitious corporate educational scheme. The Center has learned not to force the issue, but to adopt a step-by-step approach. Working at the pace of the client organization, the Center strives to provide what is needed at each stage without expending effort on speculative proposals.

Keep Communication Lines Open

Just as every big company is not a big client, every slow client is not a lost client. False starts and misunderstandings are not the end of a collaborative effort but just the ebbs and swells of collaborative tides. The Center has learned to present itself as a problem-solver when problems arise and to follow through by solving problems. The Center staff accomplishes this by keeping the lines of communication open with clients at all stages in the collaborative process and looking for the right opportunities to provide real help. This need not be a time-consuming or an overbearing effort. In fact the best way to solve problems for clients is through a well-informed, consistent effort, aimed at fitting into the client's corporate culture.

One collaboration started quite slowly in 1985, with the Center maintaining a willingness to provide information, do overview sessions on-site and later to do study skills workshops. As it turned out, the study skills workshops stimulated interest and were more effective in recruiting students than the overview sessions were. Center staff made an effort to provide quality service in a deliberate but low-keyed fashion. This approach proved to be a cost-effective way of building what has now become a fully operational degree services program with over thirty employees earning credits toward degrees as of November, 1988. What was learned in this case was that quality service recruits participation and encourages further collaboration in a cost-effective way.

The key lessons learned from the early stages of several collaborations were the importance of spending time appropriately and learning enough about the client to make pertinent suggestions in terms suitable to their corporate culture. The only way to collaborate is to communicate.

Getting Down to Program Specifics

As soon as a client makes a definite commitment to work with Edison, the terms of the collaboration must become more precise. Each collaborative situation in which Edison has been involved has added to the list of possible pitfalls to avoid in the future. As part of the Center's collaboration with AT&T, degree programs were set up at two sites, Bedminster, New Jersey and Cincinnati, Ohio. The Bedminster site was much more successful due to the presence of an effective manager, assigned by the company, to oversee the project. At the Cincinnati site, no assigned manager translated over time into no project.

While the Center has no control over the client's management decisions, it does have the opportunity to tell clients at the start of serious planning talks that the success of their planned project is likely to depend on the efficiency and commitment of the person in direct charge of that program. By the same token, the Center can be forewarned to move slowly in a case where no competent management is provided for a proposed program. The Center has begun developing guidelines for clients involved in collaborative efforts. These Guidelines parallel those for colleges which have been collected in the Center's handbook, "Working Together: Colleges with Businesses" (Appendix 2A).

Effective Program Management on Both Sides Is Essential

One of the ways that the Center can foster effective management from within client organizations is to suggest that the people who will be monitoring the program attend overview sessions and learn about Edison to see firsthand the many options the college can offer. This can be an especially important factor when managers are replaced for any reason. The new manager should be given the opportunity to be trained in the program by attending overview sessions or meeting with Edison people. Edison staff can also make every effort to define what services and support will be included under the collaborative arrangement so that managers and their superiors will be clear on just how much time and effort will be demanded of the internal project coordinator. In the case of the Cincinnati program, only about ten percent of a manager's time would have been required to keep the program on target.

The other side of the management coin is project management from within the Center. Edison staff have learned the value of explaining to clients that the Edison approach is to encourage adult employees to learn how to be independent learners. Client project managers cannot be expected to be "handholders" for student employees. At the same time, it must be clear to clients that this is not the job of the Edison staff either. Therefore, the best strategy is to set up a program that works for the people who will be using it so that they can become managers of their own degree programs. Whatever preparation, orientation and advising is to be done by Edison should be spelled out as specifically as possible and carried out consistently by the Center staff.

Distance Makes the Task Grow Harder

The design, management and delivery of educational services from a distance is far from impossible, but it entails special problems that should be mentioned. The Center has clients as far away as Nebraska and Florida. Edison State College has individual students in many parts of the country and

services are designed for the adult distance learner. Distant corporate clients can receive the same services as those in New Jersey, with one significant difference, and that is the frequency with which Center personnel can visit the client site in person. Edison people often visit clients who are close very regularly to enhance communication and provide services like overview sessions and academic advising. Fewer on-site services are likely to be provided to clients who are far away due to the costs and time involved in travel. However, this need not be a barrier to successful collaboration. Precautions must simply be taken to proceed carefully and slowly with distant clients to make sure that a strong program manager is assigned to the project by the client early in the collaborative process and that the communications system is well defined ahead of time. The Center has worked carefully with Omaha Public Power District (OPPD) by proceeding slowly, making sure of upper management support for the program, insisting on the appointment of a program manager by OPPD and by factoring a staff travel budget into the pricing structure of the contract with OPPD.

Develop a Mutually Agreeable Reporting System

Communications must be consistent too. Edison people have learned to set up systems for communicating about services with clients in ways consistent with the style of the client organization. Reporting methods should be agreed upon at the program planning stage. For instance, some clients like PSE&G need formal reports of student progress and credits earned at regular intervals. Reporting procedures should be defined and agreed to before services start. In addition, the Center staff should be sure to touch base with clients about how well reporting systems are working for them and whether they are happy with the amount of in-person and phone contact they receive from Edison. The Edison staff has managed to learn to balance consistency and flexibility and to recognize that collaboration is an ongoing process which must be defined and organized but not set in stone.

Pricing Services: What's Included?

Pricing is an integral part of developing a collaborative educational program and making the terms of that collaboration clear. Fees must be clear from the point at which a client gives the Center a firm request for a specific proposal. This guideline is not as simple as it may sound. Fees can be developed on a per service basis or on a per student basis. Once again, the Center must look to the client to see which type of fee structure is pertinent to the client's funding arrangements, student tuition and fees reimbursement policies and usual way of contracting for services. In addition, the Center must structure its fees so that they will be comparable to other educational services vendor's fees so that clients can make valid comparisons between different vendors. While it is not possible to change fees willy-nilly or at the whim of clients exploring different alternatives, it is necessary to see that clients understand Center fees and can see how to compare them with fees charged for other educational services.

Negotiations with a large telecommunications client made it clear that it is easier for them to understand and account for per student costs than per service costs. This is true even when the per service method of pricing stands to provide services at a lower per student cost over time. In this

case, the Center feels that the potential benefits of this collaboration make it worthwhile to adjust the pricing structure to accommodate the client's needs.

Look for Institutional Constraints Which Might Affect Pricing

Sometimes the dictates of corporate departmental budgets or cost accountability must be served by middle managers who are negotiating pricing structures with the Center. However, details of these constraints may not necessarily be shared with Center staff. The Center staff has learned to be sensitive to clues about how Center pricing can fit client needs. The CCP Staff person must put him/herself in the client's place to see what kinds of constraints might be operating on the project manager and how the Center can design programs with pricing structures suitable to client needs.

Flexibility can come from either side of the collaboration, especially if the Center staff makes a policy of looking for opportunities to enhance mutual benefits. At the New Jersey Department of Taxation, reimbursement policies were adjusted to include college fees in addition to tuition reimbursement, when it was evident that students could get their degrees in a more cost-effective manner by taking advantage of Edison services and credit strategies.

The Center staff has also observed that a strong, committed manager can make almost anything happen to smooth the way for a successful program. At the Department of State in New Jersey, a committed manager sought extra funding and tuition reimbursement policy changes in order to set up optimal conditions for his employees to take advantage of Edison's degree program.

Talking About Money

One lesson was learned from negotiating with a client who seemed very interested but did not ever respond to a written proposal until the Center unilaterally reopened pricing discussions. Clients are not always forthcoming about their reservations with respect to cost. It is up to the Center to keep the negotiations about price open. It is also beneficial for the Center to get an early idea of the level of services a client can afford or is willing to support so that the Center can go about designing a program that will be as cost effective as possible for both the client and the Center.

Cost effectiveness and pricing are difficult within any collaborative framework because of the need for flexibility to maintain effective collaborative programs. In addition, Edison's educational services are very flexible and difficult to price unless the services provided to an individual client are structured in a controllable fashion. The Center has learned that successful collaborations with happy clients can be very pleasant but also costly unless the number and type of services are controlled and carefully priced on a fair basis. One client who made an open-ended contract with the Center early in its history was particularly satisfied with the Center services and understandably wanted more and more of a good thing. The client began to require more time of Edison staff than was really justifiable in terms of costs and benefits to Edison. This lesson, learned the hard way, is that support services such as information sessions for board members and help with recruiting students must be limited and defined.

Saying "No"

It is sometimes necessary to turn down clients when negotiations indicate that the client's request is outside the existing mission of the Center or the College. The Center cannot provide what the client has in mind if the requested services stretch the role of the Center in ways inconsistent with goals. The Center cannot provide services when doing so means operating at a loss. The staff is aware that declining contracts is an option but that it need not be taken very often. Care should be taken to be clear about fees and what can be provided for a specified budget early in talks with prospective clients. The Center has plans to develop cost-effectiveness data so that the cost of doing business will be more exactly known and the effort to price services will become a more refined process. Most importantly, all contracts and collaborations that the Center enters into must be consistent with its mission to create a system of college-level learning opportunities for adults. The Center does this by opening access channels to degrees and organizing collegiate and sponsored noncollegiate instruction into coherent degree strategies.

Summary

Collaboration is an art which must be practiced in an organized, systematic way. The collaborative model is a closed loop with one step leading to another then back to the beginning. The process of collaboration must continually renew, revise and expand the circuit. The Contract Cycle model is a representation of the collaboration process developed by the Center to formalize a systematic approach toward responsive, collaborative efforts. The Center is working on a handbook for educational institutions interested in forming collaborative relationships with organizations in the working community. This handbook is included in this report in Appendix 2A. Some of the important lessons learned about collaboration by the Center are that the client's institutional culture must be taken into account and communication must be both flexible and deliberate. Collaboration is a continuing process which does not end when the program begins.

STUDENT SURVEY SUMMARY

STUDENT SURVEY SUMMARY

A student survey was sent to all full-time students enrolled under corporate partners' sponsorship as of November, 1988. This date was chosen since the FICE grant period ran from January 1, 1986 to December 31, 1989. The November data provided a look at students at a time when the effects of initiatives taken under the grant would be evident. There was also some demographic data available on this group due to the fact that they had been entered as Center for Corporate Partnership students in the Edison data bank in an effort to begin tracking CCP students more effectively. The questionnaires were sent out on February 28th and again on March 20th to those who had not yet returned their questionnaires. A total of 243 people were surveyed and 66 responded, a return rate of 26%. Sixty-two of the students were still in the program as of March '89, and four were either graduated or no longer actively participating. Student Survey Results (Appendix 3-A) is a compilation of student responses given in the questionnaire's format. A discussion of the survey results follows and a demographic snapshot of the students surveyed is given in Table 3-1 on the following page.

What Was the Purpose of the Survey?

The survey was done to find out how the Center's collaborative employer-sponsored educational programs were working to increase employee participation, satisfy organizational needs and enhance collaborative strategies for bringing educational services to the working community. Students surveyed work in nuclear power, telecommunications, state government and educational testing. The banking industry, one of the Center's targeted populations, was not included in the survey because students in this field were reached through a professional association, the American Institute of Banking, but are employed by individual banks. Accurate coding of these students would have required a double entry procedure and therefore was not undertaken.

After looking at the survey results, we will look at how the progress of the students who responded matches the educational goals expressed by their employers in the client survey done by CCP in the same time frame as the student survey.

Who Are the Students?

The students surveyed work for five organizations, with one organization having programs at two sites. They are: AT&T (Bedminster and Cincinnati), Bellcore, Educational Testing Service, New Jersey Department of State and Public Service Electric & Gas (PSE&G). Forty-eight of 66 students who answered the survey live and work in New Jersey, 9 live and work in Ohio, 2 live in Pennsylvania and work in New Jersey, and 1 lives in Indiana and works in Ohio. One respondent has left AT&T and moved to Tennessee where she hopes to complete her degree through Edison. The average age of the survey group is thirty-seven and the average family income is \$53,943. The following chart is a quick look at the demographics of Center for Corporate Partnership students versus other Edison State College students. Data on students who responded to the CCP student survey are included except for ethnicity which is not available. The CCP student category represents students who were registered as full time, as of November 28, 1989.

Table 3-1

DEMOGRAPHIC SNAPSHOT

CCP SURVEY
STUDENTS:

CCP STUDENTS:

OTHER EDISON
STUDENTS:

SEX

51%
49%59%
41%MALE
FEMALE56%
43%

ETHNICITY

DK

14%
3%
1%
1%
80%
1%BLACK
HISPANIC AMERICAN
ASIAN/PACIFIC ISLANDER
AMERICAN INDIAN/ALASKAN
WHITE/NOT HISPANIC
OTHER (RESIDENT ALIEN)8%
3%
1%
1%
85%
1%

FAMILY INCOME

0
0
3%
3%
6%
18%
50%
1%
18%1.5%
3%
4%
8%
7%
40%
31%
1%
5%\$0 - 5,999
\$6,000 - 11,999
\$12,000 - 17,999
\$18,000 - 23,999
\$24,000 - 29,999
\$30,000 - 49,999
\$50,000 - 99,999
\$100,000 & Over
Not Reported2%
3%
7%
11%
12%
28%
19%
1%
17%

Review of How Collaborative Programs Work

Before addressing the results of the student survey, it might be helpful to review the steps that take place when collaborative programs are set up so that the services mentioned in the survey are clearly understood. The program allows for a great deal of flexibility in terms of how students get their degrees and how long students take to complete degrees. This tends to encourage those students who know that they are capable and motivated but have very little time left over from work and family in which to study and take courses. The students in employer-sponsored collaborative programs have all of the services and degree options offered by Edison State College available to them. A typical collaborative plan might start with Edison people giving Overview Sessions at a client site to acquaint potential students with the Edison program and all of the degree options and credit earning strategies available. The following is a list of the various credit earning strategies from which students can choose:

Credit Earning Strategies

- Licenses or Certificates
- Testing
- Telecourses
- Correspondence Courses
- PONSI Courses (Program on Noncollegiate Sponsored Instruction)
- Military Training Credits
- Portfolio Evaluation
- Edison Guided Study Courses
- Courses taken at Instructional Colleges

After employees are familiar with what Edison has to offer, orientation sessions can be held and advising hours can be scheduled at work sites. At this time, potential students can meet with Edison advisors to plan degree programs. Some of the degree options chosen by students can then be facilitated by having services such as test preparation and testing offered on site. In addition, the students who enroll at Edison have access to transcript evaluation to determine how many credits they have going into the program, and advisors who are available by phone.

Students can select degrees in the four general areas listed below. The number of surveyed students choosing degrees in these areas is listed to the right.

Table 3-2

DEGREES AREAS	NUMBER OF STUDENTS
Applied Science and Technology	18
Business and Management	17
Liberal Arts	17
Human and Social Services	2
Unspecified or not answering	12

Survey Questions

The student survey consisted of 14 questions, most of which were multiple choice or fill-in questions with room for extra comments. The last two questions were open-ended questions concerning things Edison might do to make the degree-earning process less frustrating, and benefits students have received as a result of their participation in the Edison program. The multiple choice and fill-in questions covered factual matters like the number of credits students had upon entering the Edison program and how many credits they had earned after enrolling at Edison. Students were also questioned on the credit-earning strategies they used before and after enrolling at Edison. In addition, they were surveyed on their reasons for wanting a degree as well as their reasons for choosing Edison as the place to pursue their degrees. Other questions centered on having the students evaluate the effectiveness of the services they received through Edison.

Survey Results

Forty-three percent of the students surveyed reported that they had 0-30 credits when entering the program and 85% gained 0-30 more since enrolling at Edison through their corporate programs. The average length of time enrolled for the 47 students responding to this question was 14 months with the range of enrollment being from 5 to 49 months.

Which Strategies Did the Students Choose?

Students in the survey chose a variety of strategies to use in earning credit. As was to be expected, the strategies reflected student background, the types of jobs held by the students and the degrees they selected. For instance, students in the nuclear industry earned credit toward degrees in Science and Applied Technologies relating to the nuclear field. They earned more of those credits from approved licenses and military course credits than students in other companies. At ETS, students took a more varied selection of majors ranging from computer science to social science. Students from ETS had no military credits and only one student received credit from an approved license or certificate. In all of the businesses and agencies except one, students received credit in more ways after enrolling at Edison than before. The following shows the number of degree-earning strategies used by a company or agency's employees before and after enrolling at Edison. The numbers in parentheses represent the number of students using each strategy. Credit-earning strategies are divided into two categories, assessment and course work. Assessment strategies are those requiring evaluation to determine how many college credits should be assigned to them.

Table 3-3
CREDIT-EARNING STRATEGIES USED BY STUDENTS:
BEFORE EDISON ENROLLMENT AFTER EDISON ENROLLMENT

Company:
AT&T

Assessment
Military Training (2)

Course Work
College Classes (18)

Total: 3 strategies

Bellcore

Assessment
License & Certificate (1)
Testing (2)

Course Work
Telecourses (2)
Correspondence Courses (1)
College Classes (10)
Other (1)

Total: 6 strategies

ETS

Assessment
License & Certificate (1)
Testing (1)

Course Work
Telecourses (2)
College Classes (8)
Other (1)

Total: 5 strategies

State Dept.

Assessment
License & Certificate (1)

Course Work
Telecourses (1)
College Classes (6)

Total: 3 strategies

PSE&G

Assessment
License & Certificate (4)
Testing (1)
Military (7)

Course Work
College Classes (11)

Total: 4 strategies

Assessment
Licenses & Certificates (1)
Portfolio Evaluation (2)
Testing (13)

Course Work
Telecourses (1)
Correspondence Courses (1)
College Classes (4)
Edison Guided Study (4)
Other (2)

Total: 8 strategies

Assessment
License & Certificate (1)
Testing (2)

Course Work
Correspondence Courses (4)
College Classes (8)
PONS I (2)
Edison Guided Study (2)

Total 6 strategies

Assessment
Portfolio (1)
Testing (1)

Course Work
Telecourses (1)
College Classes (6)
Correspondence Courses (1)
Edison Guided Study (3)

Total: 6 strategies

Assessment
Testing (4)
Portfolio (1)

Course Work
Correspondence Courses (1)
College Classes (5)

Edison Guided Study (3)

Total: 5 strategies

Assessment
License & Certificate (5)
Testing (6)
Military (2)

Course Work
College Classes (9)
Portfolio (4)

Total: 5 strategies

What Motivates Students to Pursue Degrees?

Just as degree selections and strategies varied across companies and agencies, the personal and professional goals which motivated employees to seek degrees varied too, but to a lesser extent. Looking at all 66 students in the aggregate we found that the two most frequently cited motivating factors for seeking degrees were first, fulfilling a lifelong personal goal and second, increasing career mobility. The third most popular reason for the group as a whole was validating the professional knowledge and expertise that students already have through experience. The following lists indicate the top three motivating factors cited by students broken down by company. In those cases where more than one reason is ranked number "1," those factors tied for first ranking are based on the number of students citing that factor.

Table 3-4

Completing my degree:	# of Students
AT&T	
1. will validate the professional knowledge and expertise that I already have through experience	(14)
2. is a lifelong personal goal	(12)
3. will enable me to have more career mobility	(10)
Bellcore	
1. is a lifelong personal goal	(10)
1. will help me to advance within my organization	(10)
1. will enable me to have more career mobility	(10)
2. will validate professional knowledge and expertise	(7)
3. will insure an increase in my income	(6)
ETS	
1. is a lifelong personal goal	(8)
2. will enable me to have more career mobility	(7)
3. will help me to advance within my organization	(4)
Dept. of State	
1. is a lifelong personal goal	(6)
1. will enable me to have more career mobility	(6)
2. will validate professional knowledge and expertise	(5)
2. will help me advance within my organization	(5)
3. will enable me to qualify for graduate study	(2)
PSE&G	
1. will help me to advance within my organization	(15)
2. will enable me to have more career mobility	(14)
3. is a lifelong personal goal	(12)

Table 3-5

STUDENTS' REASONS FOR CHOOSING EDISON

% of Students:

- 48% My employer encouraged me.
- 66% My company or institution is reimbursing my expenses.
- 39% My prior work experience can best be converted to college credit through Edison.
- 39% I did not have the time to take on-campus college courses.
- 66% My previous college credits from other schools could be consolidated towards a degree through Edison.
- 78% Edison provides more flexibility than a traditional college offers.

n = 64

Why Did Students Choose Edison?

Students were asked to check any of six factors which influenced their decision to choose Edison without ranking them. Fifty out of 64 students answering this question chose Edison because it provides more flexibility than a traditional college offers. Forty-two students indicated that their choice was influenced by the fact that employers were reimbursing Edison tuition and that previous college credits from other schools could be consolidated toward a degree at Edison. These reasons did not vary much across companies. More employees at each company, except one, cited flexibility as a reason for choosing Edison. At ETS, more students picked the fact that previous college credits could be consolidated through Edison as a factor for choosing to enroll at Edison. Each of the company groups cited employer reimbursement of tuition as one of the three most frequently cited reasons for choosing Edison.

How Important Are Company Programs and On-site Services?

Questions 8 and 9 on the survey dealt with whether employer-sponsored programs were significant in helping employees decide to initiate and follow through with their degree plans. When asked in question eight whether they would have pursued their degrees if their employers had not offered the opportunity through Edison, 17% of the students said "yes" while 41.5% said they would not have pursued their degrees without the programs. Another 41.5% said that they would not have pursued degrees at this time unless offered the opportunity through their company programs with Edison. This indicates that 83% of the students surveyed would not have been acquiring the college level skills that their employers need if they had not been part of Edison's collaborative programs with their employers!

There was some variation in the answers to this question when broken down by company. Only one company, PSE&G, had a majority of employees responding that they would have pursued their degrees without the company program. This probably reflects the fact that the PSE&G power plant operators participating in the program are under the shadow of a possible mandate by the Nuclear Regulatory Commission to acquire college degrees. This fact is also the reason why PSE&G set up their collaborative program with Edison to make the degree earning process as accessible as possible for their employees. Operators are already required to complete 60 credits under present regulations.

The following is a summary of the results from question eight on the survey, broken down by company.

Table 3-6

Would you have pursued your degree if your employer had not offered the opportunity through Edison?

	<u>YES</u>	<u>NO</u>	<u>NOT AT THIS TIME</u>
AT&T	23%	32%	45%
Bellcore	50%	8%	42%
ETS	43%	14%	43%
Dept. of State	37.5%	0	62.5%
PSE&G	57%	7%	33%

How Important Is It for Degree Services to be On-site?

Students were further questioned about on-site services. They were asked to identify which of four possible benefits of on-site services were important to them. They were then asked to rate the relative importance of each factor (see Table 7 on page 9). Sixty out of the 62 students answering this question (97%), responded that having Edison services on-site motivated them to pursue their degrees and 51 of those 62 (85%) rated this factor as three or above on a 1 to 5 scale of importance. Fifty-four students (87%) felt that Edison on-site services helped maintain their momentum in working toward their degrees. Fifty-five students (89%) thought on-site services helped them get accurate information about credit attainment and thirty-seven students (60%) found that on-site services gave them confidence to build a degree program. The answers to this question were consistent across companies and agencies. The following results expressed in percentages of students, are for all students and are not broken down by organization.

Table 3-7
EDISON ON-SITE SERVICES:

# and % of Students Choosing Each Item	IMPORTANCE SCALE				
	Less 1	2	3	4	More 5
60 <u>97%</u> motivated me to pursue a college degree.	8%	2%	17%	27%	41%
54 <u>87%</u> helped me maintain momentum in working toward my degree.	9%	9%	17%	38%	28%
55 <u>89%</u> made it easier to gain accurate information about credit attainment.	2%	8%	21%	40%	30%
37 <u>60%</u> gave me the confidence I needed to build a degree program.	13%	6%	34%	23%	23%

How Effective Are Edison Services?

Students were asked to identify the services they have used and to rate their effectiveness. Not surprisingly, most students had used the on-site advising and orientation services. On-site advising services were used by the most students in this survey and orientation services were the second most used. This seems paradoxical since orientation is usually the first service to be offered at a site, as a first step before advising. However, what seems to happen in practice is that employees who attend orientation sessions pass on information about degree services to other employees who have not had formal orientation and these employees also sign up for advising. It is also possible that the students' definition of advising varies from the Edison definition of advising. Many students consider any face-to-face consultation to be an advising session, while the institutional definition refers to academic advising in a more formal sense.

The next most used service (after orientation and advising) for the group as a whole was on-site testing, followed by study skills workshops and CLEP preparation courses. The use of services varied from company to company especially when considering services other than on-site advising and orientation. For instance, students from PSE&G who responded to the survey used on-site testing more frequently than other services, while students responding from the Dept. of State participated in several services in equal numbers. This probably reflects the fact that students at PSE&G have test savvy because of their experience taking the reactor operator tests and may prefer testing as a credit-earning strategy.

The following chart shows the percentage of students in the study who have used the services listed and the effectiveness rating given to those services by students on a scale from one to five, with five being the most effective. For example, see the first item on the table where 42 (88%) of the 52 students

responding to this question participated in on-site advising and 13 (26%) of the 52 answering gave that service an effectiveness rating of "5".

Table 3-8
RATING THE EFFECTIVENESS OF EDISON SERVICES

#	STUDENTS USING SERVICE %	EFFECTIVENESS				
		Less 1	2	3	4	More 5
46	<u>88%</u> On-site advising	2%	9%	30%	34%	26%
34	<u>65%</u> Orientation to Edison	0	6%	24%	33%	36%
17	<u>33%</u> "Choosing a Degree" Workshop	0	6%	44%	31%	19%
20	<u>38%</u> Study Skills Workshop	5%	11%	42%	21%	21%
10	<u>19%</u> Study Group	0	0	20%	20%	60%
18	<u>35%</u> CLEP Preparation Course	0	0	5%	16%	79%
28	<u>54%</u> On-site testing	0	0	4%	7%	89%
6	<u>12%</u> Student Networking Group	17%	0	33%	17%	33%
6	<u>12%</u> Basic Skills Orientation	0	0	50%	33%	17%
15	<u>29%</u> Portfolio Orientation Workshop	8%	0	31%	38%	23%
11	<u>21%</u> Portfolio Development Seminars	9%	0	0	55%	36%
12	<u>23%</u> Guided Study Overviews	0	0	25%	33%	42%

n = 52

It is clear from the above chart that most of the effectiveness ratings fall in the 3 to 5 range. On-site testing received a rating of "5" from 89% of the 28 students who participated in this service giving it the highest effectiveness rating. The services which received the lowest effectiveness ratings were the student networking groups and the study skills workshops. These services were rated below a "3" on the effectiveness scale by only 17% and 16% of students answering respectively. It is difficult to make inferences from ratings like these, at this time, since very few students have been surveyed to date and some services were used by many fewer than others in this group.

At this point, we can only conclude that students from this group have definitely given Edison services solid effectiveness ratings based on the five point scale. It is hoped that as the students are surveyed on a more regular basis, these kinds of questions will be able to tell us more about student satisfaction with Edison services. Results of the effectiveness rating scale are presented in numbers of students in Appendix 3-A.

To Search for Weaknesses in the Program.

Students were asked if they had ever become so frustrated with the Edison degree program that they thought of quitting. Fifteen of the 63 (24%) answering this question said that they had thought about quitting due to frustration. Forty-eight (76%) said that they had not. Six people were frustrated with slow transcript evaluations and two complained about waiting for test results. Two students found it difficult to get access to advising and two had difficulty with job schedules. While one student had trouble meeting degree requirements, one was frustrated by application processing and one found it difficult to coordinate other college programs with the Edison program.

Most of the reasons for student frustration are due to the administrative processes involved in admitting students, evaluating their transcripts, notifying them of credits assigned, answering their questions through the advisory phone bank and notifying them of test results. These are problems that Edison is working on, pertaining to all Edison students, not just those involved in employer sponsored programs through the Center. The time-consuming administrative process has been recognized by the College's Student Outcomes Assessment Committee as a problem inherent in the system of collecting transcripts and other documentation from several sources for each student. After the student has applied to Edison, the first critical step is completing the evaluation of existing knowledge in order to proceed to design an appropriate degree plan. Even without unusual circumstances arising, it takes six weeks for transcripts and other documents to reach the college, a process which depends on the efficiency of many other institutions as well. Student files must be complete before evaluations can occur. Continuing efforts are being made to help students understand the inherent delays in gathering their records.

Student concern with administrative issues was reflected again in two follow-up questions asking why students were frustrated by the problems they cited and what Edison could do to make the degree process less frustrating. Seven students answered the first follow-up question and six of those had problems with waiting for administrative services to be completed. One student found that his records were not accessible when he called to ask questions.

When suggesting how Edison could make the process less frustrating, 15 out of 28 students responding made suggestions involving faster or more efficient delivery of administrative services. Two students felt that Edison had done everything possible to help them, and most others wanted more information on specific services like Guided Study.

Efforts are already underway at Edison to increase the efficiency of processing records and dealing with student questions and concerns. One improvement which has already begun to be felt is the computerization of all student records which has made them accessible to advisors on screens at their work stations and in the advisory phone bank. It is hoped that computerization, other administrative changes and increased staff will serve to alleviate any internal delay problems.

What Are the Benefits to be Gained from the Edison Program?

Forty-two of 66 students responded to the question of what benefits they had gained from the Edison program. Nine people cited reasons involving flexibility, credit-earning options and convenience. Eight people said that the Edison program gave them confidence and/or motivation. A related benefit cited by four people was that Edison put a college degree within their reach. Another four people simply cited the degree itself as a benefit from the Edison program. Six students cited counseling and advising support, especially from Edison staff who visited sites. Other benefits mentioned were the ability to transfer credits without losing any, the option of using testing or military credits, career mobility and promotions and the opportunity to get the degree in the shortest time possible. Two students saw no benefits at all to date, one cited fair evaluations as a benefit and one student said that she had experienced an expanded awareness of new areas of knowledge that she would not have explored otherwise. A summary of the benefits cited along with the numbers of students citing them and their company or agency is included in Appendix 3A.

Summary

Students entering Edison State College through the Center for Corporate Partnerships have access to a choice of degrees and degree services through the program that most of them would not have otherwise. Students are earning credits through the program, 86% having earned from 0-30 credits since enrolling in the program. Students in the employer-sponsored programs are satisfied with Edison services for the most part and are especially satisfied with the on-site educational services provided. Significant attention must still be paid to improving administrative services to increase student satisfaction. This is especially important as it relates to student retention.

Those factors which prompted students to enroll seem to be reflected in the benefits that they see coming from their participation in the program. For instance, 78% of the students surveyed chose Edison because it offered flexibility and flexibility was high on the list of benefits that students feel they have gained. Many students (74%) sought their degrees to fulfill lifelong personal goals. The benefits cited seem compatible with this motivating factor, too, since many students feel that Edison has given them confidence and motivation, counseling and advising support and the degree opportunity itself as benefits. Equally important motivators to students entering the program were career mobility and job advancements. One person in the current survey said that she has already been promoted at the Dept. of State as a result of the program and two others cited job mobility as a benefit without elaborating. Most people surveyed are in the process of earning their degrees and it remains to be seen whether career benefits will accrue to them as a result of the Edison program. This is an area where cooperative tracking with employers would be interesting to pursue as our process of gathering data from students and clients continues.

CLIENT SURVEY SUMMARY

CLIENT SURVEY SUMMARY

A client interview survey was conducted, in person, with eight of the Center for Corporate Partnerships' clients over the period of February to April, 1989. The interviews were conducted by a consultant, not previously known to the clients, in order to encourage openness. A questionnaire was developed which served as the protocol for the interview. A list of the clients interviewed and their job titles is attached. The reason for the survey was to determine where our clients stand presently with regard to their educational and training needs and how Edison's Corporate Center model is working to meet these needs. In addition, we wanted to know what Edison could do to help shape future educational programs in partnership with clients in order to increase the number of employees in corporate programs and improve educational service delivery. Client Survey Results (Appendix 4-A) is a question-by-question summary of the client responses. A general discussion of the results follows.

What Clients Need

Clients were very open to discussing their educational needs and plans with Edison. Although they presented diverse interests and individual needs, certain common concerns emerged; literacy, computer literacy, access to educational services, and pressures from the operating environment. Clients stressed the broad need to upgrade employees' communication and literacy skills as well as their technological literacy and abilities. Employers in general were concerned with providing their employees with access to educational services while keeping within budgetary constraints. At the same time, employers are concerned with fulfilling educational needs in ways that will satisfy whatever competitive pressures and regulatory imperatives exist in their particular fields.

Five of eight clients interviewed stressed the need for employees at all levels to improve their verbal and written language skills. Employers have needs ranging from the remedial level to the improvement of more sophisticated management communication skills such as effective writing. Communication skills are needed within organizations as well as for dealing with customers and clients.

The desire to upgrade computer skills was cited by three clients, one of whom stressed the across-the-board nature of this need as well. "Employees at all job levels need to become more skilled at using the computer as an effective tool."

An interesting relationship between the need for written and verbal communication skills and the need to improve technological skills was mentioned by one client at a State agency who told of the double-edged changes that had taken place in his department over the last fifteen years. Employees in this department have had to adjust to going from a Card-X system to optical laser disc technology in their data processing systems. At the same time as typists were expected to become computer literate, they were also being asked to do new tasks as a consequence of automation. These employees were suddenly dealing with customers to answer questions and solve problems when the automated system did not function properly. What was needed was a way to help these employees train for using new technological, communication and problem solving skills all at the same time. This involved pre-training employees to

give them the skills they needed for going to computer company training schools. It also involved training people with office skills to begin thinking about acquiring college-level skills and doing work which would prepare them for college level courses. This employer also had to think about making college level courses available and accessible to employees within the structure of their job demands and schedules! The situation in this government agency points up the complexity of the training issues confronting employers today. Every salient training need seems to come with corollary needs. In the case of this agency, management decided that a degree program for employees, bolstered by other educational services like academic advising and on-site services, was the answer to meeting many of these complex training needs

Some clients have special imperatives arising from their operating environments. In the telecommunications industry, for instance, competitive pressures dictate that employers maintain a highly educated employee group. In the nuclear power industry, the Nuclear Regulatory Commission is considering a regulation that would stipulate that all nuclear power plant employees in a certain job category (Reactor Operators) have college degrees. Some of our clients, such as the Garden State AIB, serve particular industries and these clients must be sensitive to the needs and changing trends in these fields.

All of the clients were aware of the special problems involved in making educational and training opportunities accessible to people who work full-time.

Plans to Meet Goals

The overall sense from this client group is that employers are looking for the right mixture of in-house training programs and outside educational services from educational institutions and consultants. Two of the eight clients, ETS and Blue Cross/Blue Shield, were in the process of doing needs analyses to review their need for services. Seven out of the eight clients found degree programs to be a significant part of their employee education design. Working with Edison is the main thrust of the company sponsored degree programs for most of the clients interviewed. Two clients are using liberalized tuition policies to eliminate out-of-pocket costs for employees who take college courses. Liberalized policies reflect the employer's willingness to work with the type of tuition structure used by Edison which varies from that of other colleges. For instance, certain fees which are part of Edison charges are now paid for by these employers while fees (charges other than course tuition) were not reimbursed before. In addition, these employees no longer have to pay tuition up-front and wait for reimbursement from their companies when they complete their courses. The manager at the New Jersey Department of State stated his plans to support employees seeking degrees quite succinctly, "We take people into our program with Edison on a voluntary basis and pay for everything necessary for them to get their degrees." This is particularly interesting because employees in the Edison partnership program at the Department of State, called the NOTE Program (Non-traditional Education Program), have a much more liberalized tuition program than those employees of the State who get tuition reimbursement under the regular employee benefit program. It will be very interesting to monitor the results of this program over time to see if eliminating all costs to

students and supporting the flexible Edison programs will lead to more students completing degrees in a shorter time frame.

Which Specific Skills Do Employers Seek?

When asked which specific skills they hoped their employees to gain as a result of their educational programs, the clients interviewed mentioned skills that reflected the needs they had expressed earlier in more general terms. Five clients mentioned communication skills including verbal, written, negotiation and interpersonal skills, as well as management skills. Three mentioned math skills. Two clients cited critical thinking and problem-solving skills; two said computer skills. Two other clients mentioned their need for employees to master a highly focused industry-oriented curriculum. One client had a specific need for English as a second language and another saw motivation and job commitment as a desired result of educational programs. Loyalty and job commitment were related to educational programs in another context by other clients who saw these factors as reasons for wanting to initiate educational programs.

What Made Employers Start Education Programs?

Eight employers said that one reason for starting an employee education program was simply to upgrade employee skills and four said that this was their most important reason. The second most cited reason was to respond to competitive pressure, with four clients citing this but only one deeming it the most important reason for instituting a program. One employer stated that while there was no single most important reason for starting an employee degree program, there was a general policy on the part of his company to commit to employee development in general.

In some of the interview questions, clients were given a choice of answers. The answers not chosen were revealing too. When asked why they started educational programs for their employees, only one client cited a desire to enhance her employee benefits package, and that client found this factor more important in attracting new employees than in responding to any employee pressure. In fact, not one of the eight clients cited employee pressure as a reason for instituting an educational program. No client saw lowering tuition costs as a reason for starting a degree program in spite of the fact that some acknowledged the cost savings provided by the Edison programs later in the interview. Two clients mentioned their desire to increase employee retention with educational programs which they saw as an expression of commitment to their employees. They hoped this commitment would be reciprocated. One client, who sponsors many PONSİ courses and provides educational services to the banking industry, had a special need to increase enrollment and enhance services by providing access to degree programs.

How Is the Center's Collaborative Model Working?

Clients found Edison to be a valuable partner in shifting the focus of educational programs onto the working student by taking account of the time constraints placed upon working people by their job and family concerns. Edison helps answer questions like; how can I start a degree program when I may be transferred or how can I attend college when I can barely afford childcare for my workday? Clients found Edison to be expert at managing

educational programs and providing a variety of services. One client stressed the fact that PONSI courses were a valuable part of her program and provided a good job-related credit base from which to start on a degree. Other clients mentioned Edison's strengths in advising and providing information on the many degree possibilities. Edison was also cited as being helpful as a resource for innovative programs, especially the portfolio evaluation program which helps students turn life experience into credit. One client felt that Edison made a great contribution by translating the "educational culture" for the purposes of his employees and that, "Edison brought macro educational ideas into the practical educational arena." Clients thought that Edison's Center for Corporate Partnerships helped them by introducing and coordinating degree options for their employees, bringing educational services to their sites and helping to lower tuition costs.

The aspect of collaboration that seems to be valued most by the clients is Edison's ability to introduce and coordinate outside degree programs for employees who have little time to investigate programs on their own. One client cited the College Level Examination Program (CLEP) as one in which his employees gained benefits from working with Edison to get through the process of preparing for exams, taking exams on-site and receiving college credit by exam. Edison streamlined the CLEP process. One client appreciates how the "one stop shop" for educational services provided by Edison minimizes the administrative aspects of the employee educational program that would have fallen on him. This manager feels that he would not have the time to administer the program without Edison, given his other job responsibilities. Nor would he have the knowledge of all the educational options available to students through Edison.

What Factors Help Make Collaborations Work?

Seven out of eight clients reported that management support was very important in helping training officers launch and maintain a successful collaborative relationship with Edison. Enthusiastic employee response was the second most important factor cited, and the presence of a strong internal coordinator was mentioned by four clients.

In addition to internal factors, clients also thought that Edison people made the collaboration go smoothly by being easy to work with, adaptable to corporate culture and available outside of regular working hours. Here again the idea of client focus on Edison's part seemed to be important to clients. One client had past experience with other academic consultants in which her board of directors found collaboration difficult. Her analysis was that these consultants took little trouble to understand her industry environment.

When asked what sorts of things Edison could do to keep the collaborative program on target, clients requested increased information flow, help with employee recruitment and ideas for internal publicity. Clients were interested in more feedback on employee progress toward degrees. In terms of help with publicity, clients thought that Edison might help with more overview sessions and ideas on fliers or articles for in-house newsletters which could be used to motivate employee participation.

With respect to future plans and next steps, clients repeated the same themes as they mentioned when addressing program maintenance.

This would seem to indicate that employers want to keep information flowing about innovative programs and strategies to put college degrees within the reach of their employees. Here again, in this context clients wanted more information, counseling, portfolio sessions and joint efforts to promote degree programs within their companies. One client who has participated in Edison's computerized Guided Study On Call would like to work with Edison on exploring further uses of interactive instructional technologies such as video discs. Clients showed an interest in keeping the higher education community aware of Edison's programs and encouraging colleges to work with Edison to expand the educational possibilities for employees in programs similar to the one at PSE&G. In this program, Salem County College and Glassboro State College actually give courses on site to PSE&G employees as part of the degree program set up through the Edison-PSE&G collaboration.

What Are the Obstacles to Collaboration?

The internal obstacle mentioned the most was that employees are often prevented from participating in degree programs because of the heavy time and pressure demands placed on them by their jobs. Although employees express interest in certain activities, they may fail to follow through because of job demands or the fear that they will not have enough time and energy to follow their degrees through to completion. One client training officer felt that this problem could be alleviated if middle managers showed more interest in seeing their subordinates gain degrees. Another idea suggested by a training officer of a large company, was to increase employee motivation and alleviate fears of being overburdened, by making a stronger effort to get the word out to employees about some of the credit opportunities available through the collaborative program. He stressed those programs which enable employees to gain credit through testing and evaluation of life experiences.

One non-profit client had budget restrictions, which meant that the decision to collaborate with Edison was a crucial decision and one not easily taken. The success of the program has justified hurdling this obstacle. One client, who operates in a highly technical industry, found some management resistance to looking beyond prestigious technological colleges for degrees for their employees.

Six out of the eight clients saw no external obstacles to setting up a degree program. One client has met with some resistance from graduate schools in accepting his employees with Edison undergraduate degrees. On further examination, this problem seemed to be complicated by the fact that the employees had very specialized undergraduate degrees and did not always have the courses needed to qualify for admission to graduate programs in other areas. In any event, this client was very pleased that the staff at Edison was always willing to lend help and approach graduate schools to try to solve problems of this sort.

Are Students and Employers Happy with the Edison Program?

All eight respondents reported that their employees are satisfied with the Edison program overall. Four of the clients collect data about employee students in a formal way and one intends to do so as the program gets further underway. More information about student satisfaction is available in the part of this report dealing with Student Questionnaire results. All of the

employers interviewed said that they would recommend Edison's services to other organizations. Four of the eight said that their collaboration with Edison gave them the opportunity to network with others in their fields, outside of their own organizations, with whom they share education and training concerns.

Are Edison's Services Cost Effective?

The question of costs was approached in three ways in the interviews to determine: what clients initially thought of the fee structure; whether the fees represented a stretch for their budgets; and, whether the services received were worth the cost. Six of the clients found the fees to be reasonable and manageable upon presentation. Only two of the clients, one of them a non-profit organization, found the fees to be a stretch for their budgets. Seven clients have found the services received to have been worth the cost and one client thinks that it is too early in their program to tell. Five clients felt that the benefits of the Edison program outweighed the costs, while two thought that benefits equaled costs.

Summary

The clients surveyed expressed a real commitment to working with their employees to meet the challenges presented by the need for a more educated work force, at a time when fewer young workers will be entering the job market. Clients realize that the adage "what's good for the workers is good for the company" was never truer. Given the need to train workers, clients are well aware that programs like Edison's are a necessity to many employees seeking degrees, because they need to have educational services brought to them. A worker who receives services on-site has a lot more time and energy to be productive.

The pervasive need for education in areas that will improve written and verbal communication skills was striking in the interviews and this seems to reflect the general situation in the workplace today as is evidenced by public discussion among employers, chambers of commerce and educators concerning literacy. One need that the Edison collaborative model seems to be filling is the need to prepare people for college level study through convenient advising and special services like Study Skills workshops. Edison really enhances the opportunities for working students to communicate their educational needs, get connected with the appropriate educational opportunities and develop coherent plans for completing degrees. The employers in this survey support and welcome the opportunity for collaboration to build the educational connections their employees need to succeed.

THE IMPACT OF THE FICE PROGRAM

On Students
On The Center
On The College
On Other Institutions

THE IMPACT OF FICE ON THE STUDENTS, THE CENTER, THE COLLEGE AND OTHER INSTITUTIONS

The direct impact of the FICE program on students was felt in the enhancement of recruitment activities and delivery systems which made degree services more accessible to more students. Recruitment was given high priority under FICE. Efforts were made to reach students through their employers by launching a direct mail campaign. College and Center staff networked to promote Center programs in the State government and to companies already known to Edison through PONSİ or business and community-related activities. For instance, meetings to discuss possible collaboration have been held with several members of management at Wang Computers, with whom the college contracts for data processing equipment. In addition, brochures were produced to facilitate recruitment within organizations to help employers encourage participation.

Center staff made other special efforts to disseminate information on degree services to students via client-sponsored activities. The Center works with several banks through the Garden State AIB which holds classes around the state, usually at banks. One Center representative who specializes in the banking industry gave information sessions at several of these AIB sites thereby reaching many more bank employees personally than would have been contacted through other means. The Center manager who works with PSE&G carefully scheduled visits to the company site to accommodate the staff's schedule and enhance recruitment opportunities.

The Center's policy has been that any client contact is a possible recruitment opportunity. The net result of the recruitment emphasis was to make the Edison program even more accessible to students. In addition, students were given more opportunities to avail themselves of pre-academic services such as study skills workshops which are offered by the Center. These workshops provide an entre to degree programs for those employees who needed to prepare themselves for re-entry to the academic realm. From the Center's viewpoint, pre-academic services build participation in viable degree programs with groups who are slow to take advantage of credit earning opportunities. Quality services are the best recruiting tool. Satisfied students recruit new students. Efficient recruitment means that more students benefit by learning about degree opportunities in a convenient fashion, with support services to get them started and employer support to finance their efforts.

Retention Is Earned Through Individualized Service

Another FICE goal was to to keep students in the Edison program. This goal was served by making degree services convenient to the students in employer-sponsored programs. The Edison staff is available on Saturdays and and other times when working students are free to focus on their educational plans. The Center staff made it a point to ascertain company policies on things like raises or promotions based on educational achievements. They have made it a point to assume nothing and to seek opportunities to make programs run more smoothly.

Group needs are always factored into the scheduling of on-site services and testing sessions. At PSE&G, services and testing dates are scheduled to be given when shift workers are scheduled for daytime work so that there will be no disruption of employee schedules or employer routines.

Definite statistics on retention of students in the program are not available yet since the length of the program has not been long enough to allow many students to graduate. However, reports from client companies on student satisfaction and success in the program indicate that students are staying with the program. Students report that they are able to embark on the degree program and stay in it because of the Edison program which brings degree services to them.

More On-Site Support

The process of retaining students is served by having a strong internal coordinator who works for the client at the work site. The Center now strongly recommends that clients assign a project coordinator in their own organizations to act as a point person for employees so that information which is routine or particular to their organizations can be quickly gotten on-site. Students will, and have, benefited from this policy which also serves to strengthen the collaboration and enhance communications between Edison and the client. Students at the New Jersey Department of State have stayed in the program due to the joint efforts of their Edison representative and their internal coordinator, who have done a good job tracking student progress and motivating them to complete their degree work despite heavy job and family demands. This is a case in which the synergy of collaboration is evident. The Department of State coordinator is known throughout that program as the person who has motivated students to overcome obstacles and persevere with the degree program. The State Department coordinator credits her CCP contact as the person who has helped her devise creative ways of overcoming computer problems and keeping the program on target.

Services Improved Because of FICE-Sponsored Self-evaluation

Students were benefited indirectly through the self-evaluation component in which consultants were brought in under the FICE grant to facilitate a broad-based review of the Center's model, policies, strategies and future plans. The Center's self-evaluation efforts renewed the staff's commitment to look creatively at educational programs in light of organizational needs as well as student needs. This focus in turn reinforced the Center's policy of looking at students in employee-sponsored programs as groups of individuals with common needs. Through the Center, Edison State College is able to provide students in corporate programs with a degree structure which suits their convenience as well as their career goals. The FICE program encouraged the Center to invite organizational prerogatives into this structure in an explicit way. The Center was encouraged to analyze the synergistic effects of its collaborative educational system. The Center's model is built on the premise that the working community is an ongoing educational arena with many factors contributing to an employee's education and growth. When the many factors such as employers and educators can be brought together to combine forces, the resulting program provides a dynamic which enhances the sum of the parts.

An example of the synergy that takes place in collaborative programs can be seen in the "Steps to Opportunity" workshops given by the Center in conjunction with the New Jersey Division of Taxation. The students in this program saw that their efforts to upgrade their skills for job promotions could be the first steps in a path to a college degree. The fact that their employers and the Center brought educational and job information to them in collaboration with CCP led to the added value that students were motivated to look toward earning degrees.

The client questionnaire done under FICE, helped the Center make a well-defined analysis of the relationship between employer needs and goals and those of employees and how they intertwine when it comes to collaborative educational plans. In essence, employers commit to financing educational programs which benefit employees, who in turn become more valuable to their companies because of their increased skills. After investing in an employee's future, an organization has a vested interest in retaining that employee in order to enjoy the benefits of his/her increased skills. The FICE grant enabled Edison to do more to identify educational resources for the students which are compatible with employer's requirements for retention and advancement. In addition, Edison has been able to learn more about guiding clients through the process of recruiting students within their organization. The FICE grant enabled the Corporate Programs' staff to take stock in a formal way of how the Center's model for collaborative planning was working to serve the student groups and their employees.

Getting the Employer's Input

The client survey done in March '88 (see Section 5 of this report) gave the Center some indication that the collaborative model and philosophy evolving at the Center was on target and fitting nicely with the kinds of educational policies being articulated by clients. Several clients mentioned their commitment to educating their employees in the hopes that a reciprocal commitment would be elicited from employees. Employers hope that employees will in fact follow through in getting their degrees and staying with their companies or agencies to further their careers while furthering the employers goals. This openness to mutual dependence reflects once again the economics of demographics referred to in the introduction of this report. The clients surveyed agreed that employees will need college-level training in both technical fields and communication skills in order to compete for jobs. But with fewer young people in the work force in the future, clients realize that they will have to offer good education benefits to compete for employees and upgrade their skills as needs arise. The client survey gave the Center an opportunity to get employers' views on what they need from employees and this information was cycled back to the employees through the Center. For instance, the clients interviewed for the survey indicated their need to upgrade their employees' written and verbal communication skills. This demand for skills will be conveyed to Edison students through their advisors at on-site academic advising sessions. Advisors can indicate the value of earning some credits in English courses that will increase communication skills. When a student's academic advisor is apprised of his/her employer's needs, the advisor's province broadens and the student receives career advice too. The student gains a bit of organizational savvy and career planning skill, as well, by learning to strategize and plan career moves and the educational steps to facilitate advancement.

FICE Provided an Opportunity for Students to Go on Record

The development of student data was also made possible through the FICE program. A student questionnaire was developed and sent to 243 students. (See section 4 of this report for an extensive analysis of the student data) In addition, the FICE program called for a comparison of CCP students to other Edison State College students. Some comparative data has been generated and the Center plans to establish an ongoing effort to uncover the differences between these two groups. The student questionnaires were developed with the purpose of finding out how students were using the collaborative programs and to see how satisfied they were with Edison services. The questionnaires gave students a chance to express their educational needs, to request changes in Edison services or new services and to tell the Center which degree strategies and Center services have been most successful for them. The impact of the survey will be felt as the Center makes a sustained effort to implement the suggestions and make adjustments where necessary to improve in areas where students have not been satisfied with Edison services.

Learning to Have the Same Successes Twice

The Center's attempts to accommodate and benefit students were by no means new to the College or the Center, but the FICE program fostered a systematic effort to study the work environment and group needs for opportunities to make the degree services more accessible to the student without interfering with work schedules or priorities. In addition, the FICE program was a research vehicle through which the small lessons learned from situations and opportunities at each site could be garnered and generalized, where possible, to make the next collaborative effort easier. For instance, finding that employees at one employer site had no access to phones for the purpose of calling into Edison's phone hours during the day taught CCP staff to ask about management phone policies at each site at the outset of each collaboration. Small experiences like this one can be corralled into an invaluable checklist for future collaborations. These experiences make up the expertise that clients count on when they collaborate with educational service providers. Through FICE, the Center tried to institutionalize good practice to make success replicable.

THE IMPACT OF FICE ON THE COLLEGE

Through the work done under FICE, the Center was able to influence several changes at the College. The Center's impact has been felt throughout Edison departments from Admissions to Development. The Center has developed an Admissions resource in the form of a draft of an adult's "Guide to Choosing a College" which was based on experiences at corporate sites where the staff has had a unique opportunity to interact with adults with varied goals and priorities. The Guide will be revised according to the student outcomes data that is being analyzed by the Center and will then be made available to staff throughout the college.

Advisement

As the work of the Center grew and became viable, changes were made in the area of academic advisement. The academic advisors at Edison are those people who guide students in choosing courses and structuring a degree program once they are enrolled at the College. They are to be distinguished from the admissions staff who give information about the college and the evaluators who assess past educational experiences for the purpose of making credit recommendations.

The work of the Center at various sites made it necessary to bring advisors out of the office to these sites in order to provide the convenient, comprehensive degree services proposed by the Center to clients. The advisors at Edison became increasingly flexible as the corporate and government programs took shape, because the potential for College growth through these programs became evident. Advisors adjusted to the logistical difficulties of providing on-site services. Ultimately, the president, recognizing the critical role played by advisors on-site, committed one new advisory position for Center students.

Portfolio Development

The Center found a need in its student group for a workshop to help students develop a portfolio to reflect the expertise they have gained through experience. At the Center's request, the College developed such a workshop which has since been given at sites such as AT&T and Bellcore and was one of the services requested by students in the student questionnaire, when asked which additional Edison services they would like to have at their sites. The workshop can now be used by the college, too, for students who are not part of employer-sponsored programs.

Broadened Range of Tests Available On-site

The Center is responsible for coming to an agreement with ETS whereby Edison can arrange for CLEP testing on-site at student work places thereby enabling students to take tests for college credit without traveling. These tests, along with the Thomas Edison College Examination Program (TECEP) tests, provide the student with an unprecedented range of on-site testing opportunities.

Center's Effect on College Mission, Administration and Development

The most fundamental effect of the Center's development under FICE, on Edison State College as a whole, has been a shift in the College's mission statement. The shift has been to focus on building systems to serve adult learners with the emphasis being on systems. This emphasis takes the College beyond an individual-by-individual approach to adult education toward a more global approach to educating adult learners as a group with some common needs. The Center has created systems to help organizations work together to serve adult learners through both the PONSI Program and the degree services programs. The College has acknowledged that the common needs for educational opportunities in the adult population can be met by developing delivery systems which fit into the adult agenda of work, family care and financial responsibilities.

In a further commitment to the mission of creating and supporting adult educational systems, the College made an administrative adjustment which signaled the acceptance of the Center as a viable entity. A revenue account was set up to permit the Center to support its own staff and fund its own growth. The encouraging experience the Center has had in terms of retaining clients should insure the growth of the revenue account. In addition, the Center plans to enhance its funding by seeking grants to further its research and data analysis efforts. These plans would not be possible without the strong support of the Edison administration.

The Center shows potential for completing the circle of support by adding to the College's development through the donations of corporate clients to the College's development fund. Donations to date from corporate clients like PSE&G have been among the largest corporate donations of unrestricted funds that the College has received. The Center's work in cultivating corporate clients by emphasizing the mutual benefits to be had from educators and employers working together has surely motivated clients to invest in Edison's development. Client satisfaction, such as was evidenced by the Client Questionnaire, promises to increase the incentive for corporations to invest in Edison in the future.

Influence of FICE Program on Other Institutions

The FICE Program has had an influence on other institutions through the work of Center staff members who have given workshops and presentations, published articles and given news releases to the press. A detailed list of papers, presentations and workshops follows in the next section of this report. Center staff members are active in many educational organizations such as the New Jersey Association for Lifelong Learning which has a Center staff person on its executive board. Other organizations in which Center staff members are active include: the American Association of Higher Education, the American Society of Training and Development, the Association for Continuing Higher Education and the Association for the Study of Higher Education.

The Center has also influenced other organizations such as State of New Jersey government departments and the large businesses with whom the Center works. These organizations are fast becoming significant factors on the American educational scene as they institute and maintain educational programs and, in some cases, even corporate "colleges," to educate their employees.

The Center program has had a strong influence on how client organizations view the degree earning process. Edison reinforces the belief that employees can work on earning degrees while remaining productive and fully active in their jobs. The Center for Corporate Partnerships has proven to employers that it is possible for them to work together with educators in mutually beneficial collaborations. One large corporate client's training officer put it this way when interviewed about the Center's program:

Edison has its act together in terms of the way it presents educational opportunities to the working person. For instance, the staff is available on Saturdays. Edison acknowledges the constraints faced by people, such as transfers, childcare and time pressures. Edison has a much greater client-focus than most traditional colleges.

DISSEMINATION ACTIVITIES

Papers
Presentations
Workshops

CENTER FOR CORPORATE AND PUBLIC PARTNERSHIPS

DISSEMINATION ACTIVITIES

<u>Organization</u>	<u>Activity</u>	<u>Person/Date</u>
Center for Corporate Partnerships	Conference: "Banking on Education for Employee Development"	L. Davis Conference Coordinator 1-87
NJ Assn. Lifelong Learning (NJALL) Conference	Conference Presentation: "Workshop on Marketing Educational Services"	L. Davis I. Saltiel 4-87
NACADA Region 2	"Students with Corporate Training"	J. Ratigan 4-87
George Mason University Conference on Non-Traditional & Interdisciplinary Education	Paper: "That Sector of Corporate Education Seeking a Higher Education Partner"	J. Ratigan 5-87
"	Paper: "Collaborative Partnerships: Education in Industry"	S. Eveslage I. Saltiel 5-87
Association for Continuing Higher Education (ACHE)	Presentation: "Corporate Programs: Two Models"	S. Eveslage 5-87
Women in Banking Assn.	Presentation: Edison State College	L. Davis 11-87
AT&T Corporate Training Teleconference	Panelist: Human Resource Development Teleconference	S. Eveslage 11-87
Continuing Education Conference, VA Tech	Workshop: "Continuing Education, Third Partners in a Successful Triangle"	J. Ratigan 12-87
George Mason University Conference on Non-Traditional & Interdisciplinary Education	Workshop: "Developing Collaborative Academic Relationships with Corporations"	S. Eveslage L. Davis 4-88

American Council on Education
Conference (ACE)

Workshop: "Developing S. Eveslage
Collaborative Partnerships: I. Saltiel
Strategies for Advancing 11-88
Our Economic Competitiveness
Agenda,"

Association for Continuing
Higher Education (ACHE)

Presentation: "Returning I. Saltiel
to Education through the 12-88
Corporate Sector"

RESEARCH PAPERS AND PUBLICATIONS

Eveslage, Sonja Ph. D. "Retooling for Tomorrow's Work: Higher Education's
Challenge in Serving Corporate Clients," Educational Record, Spring/Summer,
1986.

Davis, L., Ed. D. "Deterrents to Bank Manager's Participation in Continuing
Education."

Doctoral Dissertation Rutgers University, New Jersey, 1988.

Eveslage, Sonja, Ph. D. and Lansing Davis, Ed. D. "AIB Becomes A College
Degree." The Competitive Edge (ASTD Banking Publication), 1986.

NEXT STEPS

Center For Corporate Partnerships

CENTER FOR CORPORATE PARTNERSHIPS: NEXT STEPS

First on the Center's list of next steps is further implementation of plans for expansion of data management capabilities and the improvement of internal control measures to insure better and more consistent data collection. The complexity of the data management problems faced by the College and the Center are grounded in the nature of the Edison program in which students can enroll on any day of the year, proceed with their programs at their own pace and transfer credits to Edison at any point up to graduation. A detailed explanation of the student tracking problems is presented in Appendix 7-A, ("Corporate Student Tracking Plans"). In this section, the discussion will focus on some of the specific instruments and strategies which have been developed to address the Center's data management challenges including student tracking.

Several data forms have been developed by the Center and are already being used to help standardize data collection (see Appendix 7-B for sample forms). The first form, called the Summary Status Sheet, is being used to keep track of each client's history in terms of contract dates and contracted services. The Summary Sheet also includes a record of services provided, where they took place, how many students participated and the date of each activity. Follow-up activities, billing information and client contact information are included as well.

Monthly reports are also compiled by the Center using a consistent format developed over the life of the Center. These reports give an overview of all of the activities which have taken place during a given month. Activities are organized under the following topics: Business Generating Activities, Center Services Provided and PONSI Services and Activities. Monthly reports also keep track of promotional and professional activities such as direct mail campaigns and papers given at conferences (See Section 6 of this report).

An employer code will be reinstituted in the data base so that student participation in on-site activities can be tracked. A student profile form is being developed, too, so that student progress can be recorded. The profile includes information such as the students's name, social security number, employer, age and income level, as well as a record of the student's participation in Edison services. The information collected on student profiles will help the Center to answer questions such as how participation in on-site activities affects a student's continuing enrollment in the program and progress toward a degree. Further study will be done on topics such as student goals and satisfaction with Edison through continued use of the student questionnaire developed for the FICE student survey. These instruments should generate data on Center students which can be compared with the college's data on other Edison students.

The Center is also developing a standardized format to use for reporting to clients on students' participation and progress in employer-

sponsored programs. Reports to clients are generated using data from student sign-up sheets from activities provided on-site and from college records of credits earned and student progress towards their degrees. Up until this time, the Center has reported only what clients required based on their needs. A new standardized approach will be used in the future with a format much like that used for reporting to PSE&G and Bellcore in the past (See Appendix 7-C). At this point, it is in the interests of the Center to routinize reporting in order to have a consistent data base. However, there will still be a flexible approach in reporting to clients what they need for their own purposes even though additional data will be kept for Center purposes where necessary.

The whole issue of tracking students and keeping records for research and self-evaluation purposes has been studied by the Center as a part of the FICE effort. Strides have been made toward designing a departmental system for handling data which is important to the Center but not necessarily needed by the College. Using the new reporting forms as collection devices, the Center will manage the data collected by establishing a departmental data base using personal computers with software adequate to departmental needs. This approach will leave the academic record keeping and billing to the Central College records area. At the same time it will allow the Center to deal with the data needed for tracking students and evaluating the Center model without being encumbered by the very complicated data processing problems involved in running a whole adult-oriented college which is not structured in the traditional manner.

Although many data processing problems will be alleviated by the establishment of a data base of information needed only by the Center, basic student information, such as number of credits transcribed, will have to be accessed through the central College data base. The key to successful interaction between the Center and the College's Management Information Systems Department will be the effectiveness of the Center's student coding procedures. In the past student information was accessed using employer codes which were difficult for data entry personnel to use. The Center will put a priority on revising these codes at the earliest opportunity so that student data and mailing lists can be made available quickly and easily.

The addition of new members to the Center staff will facilitate the projected improvements in data processing. The lessons learned from the FICE program will inform the renewed effort.

New Strength and New Directions for the Center's Program

To continue the Center for Corporate Partnership's growth and development, two steps must be taken: (1) current programs must be expanded and new clients served, and (2) the Center must embark on new initiatives developing new service models and adopting a leadership role. This section will address these two directions.

Expanding Current Services

The Center has just scratched the surface of the employer groups it targeted at the inception of marketing activities for degree services. There is substantial room for growth in serving the nuclear and telecommunications industries in particular but state government, banking and other areas present

untapped opportunities as well. The questions confronting the Center are which of these fertile areas should be cultivated and how to allocate limited Center resources and personnel to accomplish the best plan for orderly growth. The Center must be careful to devote a sufficient amount of effort to building its infrastructure in terms of data management and account management procedures because the potential for growth in serving new clients is extensive and the temptation is to move quickly toward achieving potential growth. In the nuclear power industry the efforts of the Center have had dramatic results not only in the growth of Center clients and degree programs but also in the recruitment of individual students who have been brought into Edison due in large part to the marketing effort directed at the nuclear industry by the Center. Table 7-1, on the next page, shows the growth in the number of Edison students in nuclear specialties. PSE&G, a Center client, shows the largest number of students, but the numbers of students from other companies gives some indication of the enormous potential for Center growth in this area. The newest Center client as of May 1989 is Omaha Public Power District nuclear power company.

It is clear that further development in this industry should be a focus for the future. The telecommunication industry and in particular AT&T and its affiliates represent another area with considerable growth potential. In servicing this industry in the past, Edison and the Center have learned a great deal about the structure of this complicated industry. This experience will be tapped in the future and will position the Center well to attract clients in new departments of existing clients or in new divisions of affiliated companies or their union educational programs.

The Center will also take advantage of the considerable alumni support that is building for the Center's program. Students at client companies have become boosters of the Center services even when they transfer to new departments or companies. The Center will make every effort to keep the alumni informed about what is happening at the Center and to follow-up on inquiries made as a result of alumni referrals.

PONSI remains the Center's vehicle for developing articulation agreements between colleges and other educational providers. PONSI has grown and developed so that it now has four major functions: (a) Evaluations of formal courses are conducted, and college credit recommendations are made; (b) Colleges are nurtured to accept PONSI credits. (This function includes surveying college policies, consulting with college administrators and advocating policy change); (c) College personnel and PONSI sponsors are brought together to focus on common issues. These functions will be continued and expanded with the appointment of a new Assistant Director for PONSI to be appointed in the summer of '89. In the PONSI area, potential growth for new course evaluations is expected to be substantial in the nuclear industry.

Expanded Initiatives

Several expanded initiatives and new ideas have been germinating at the Center. Their development will depend to a great extent on the attainment of outside funding necessary to their realization. However, these ideas represent continuing themes and goals of the Center's development plans and they will be integrated into the future plans of the Center at whatever pace

TABLE 7-1

STUDENT ENROLLMENT IN NUCLEAR SPECIALIZATIONS

	Nucl. En T	Rad. Prot.	Tot BS Enrol.
December 1985	17	17	34
January 1986	17	17	34
February 1986	18	17	35
March 1986	19	18	37
April 1986	22	18	40
May 1986	28	18	46
June 1986	29	19	48
July 1986	34	17	51
August 1986	35	15	50
September 1986	39	16	55
October 1986	44	16	60
November 1986	49	16	65
December 1986	49	17	66
January 1987	53	17	70
February 1987	66	17	83
March 1987	70	20	90
April 1987	76	20	96
May 1987	83	20	103
June 1987	89	21	110
July 1987	95	22	117
August 1987	95	24	119
September 1987	92	24	116
October 1987	95	23	118
November 1987	101	23	124
December 1987	108	21	129
January 1988	101	22	123
February 1988	101	22	123
March 1988	107	23	130
April 1988	106	23	129
May 1988	105	22	127
June 1988	112	21	132
July 1988	106	20	126
August 1988	101	20	121
September 1988	111	21	132
October 1988	119	23	142
November 1988	123	22	145
December 1988	130	22	152
January 1989	131	24	155
February 1989	134	24	158
March 1989	150	24	174
April 1989	150	24	174
May 1989	162	24	186

49 BS Graduates
17 AS Graduates

and level of activity is feasible. Proposals or prospectuses outlining ways to develop the Center's evolving initiatives have already been prepared.

Leadership Development

The Center staff would like to expand its activities in the area of leadership development to build on the initiative it has already exhibited in bringing college personnel together with other educational providers such as community colleges, technical training schools, banking and finance training organizations, and individual employers who train employees in company or departmental programs. The next step in leadership development in the field of collaborative educational efforts is to provide opportunities for shared dialogue with the purpose of encouraging the development of leaders in specific educational and non-educational institutions. These leaders will be advocates for the development of collaborations between educators and employers. The Center staff could coordinate conferences and sponsor seminars on collaboration and arrange partnership opportunities for interested leaders in business, government and education. A director of this effort would be appointed at the Center. This person could support and expand existing collaborations in which the Center is involved. In addition, this person would operate independently to develop leadership within other organizations by acting as a resource person, consultant and facilitator for those ready to embark on collaborative programs for educating the work force.

The Center as a Clearinghouse and Resource Network

Today, business and industry expenditures on training and education roughly equal the \$100 billion dollars spent annually by the higher education sector in the United States. Even though the efforts--as measured in dollars spent--appear comparable, businesses and industries seem increasingly to be finding their current activities less than adequate in meeting their human resource development needs. Increasingly business and industry are asking colleges to help them address these human resource needs.

In the past several months, for example, the Center for Corporate Partnerships at Thomas A. Edison State College has been asked: Where can I find career advising for our employees who are geographically isolated? Can you identify a good statistician who can help our training staff understand research articles? What colleges can bring secretarial training in for our staff? Is there a college that will teach a management course at our site? Can you help us help our employees have easier access to complete college degrees? Are there any basic skills programs available for hearing-impaired employees? What resources can be tapped to help our employees as we cut back staff?

These questions, and the many other unanswered questions like them, illustrate the need for employers to access a broad range of academic services. At the same time, the questions signal the need for a systematic way to help businesses tap into the educational and training resources they need. An education and training clearinghouse is a key strategy to help businesses and colleges come together.

The Center has developed a prospectus outlining how an education and training clearinghouse would work at Edison. The clearinghouse is envisioned as a computerized network profiling college/corporate partnerships within New Jersey. The data base will include contact names, program characteristics, and evaluation data. The clearinghouse will formalize a resource network that is now accessed by Edison staff for corporate clients on an as-needed basis. The availability of a formal data base is expected to: (a) increase the Center's ability to broker effectively, (b) provide a vehicle for sharing program evaluation strategies and data, and (c) ease the way to providing services to small businesses because of the quick access to educational resources.

Establishment of a Small Business Education and Development Center

The Center has developed a prospectus on the establishment of a Small Business Education and Training Development Center. The Center would assist small business in making available the systematic kind of education and training functions typically available only in large corporations. Through the Center, small businesses would be able to get assistance in identifying and meeting their human resource development needs.

The Center would function at a corporate or industrial park site serving the human resource needs of medium- to small-size businesses. Many small companies do not have full-time training or human resource personnel. Thomas A. Edison State College could perform the training and human resource functions for small companies by direct services or by brokering other educational services. This type of approach is already being used by the owners of Great Valley Industrial Park in Malvern, PA. At this industrial park, educational services are provided for clients, along with light and heat, as part of the contacted services they receive by being part of the Great Valley Park. This seems like a very suitable area in which to expand Center services.

The Center is well aware that the concept of an Education and Training Development Center addresses a major concern of business development as we move into the 1990's. Economists like Anthony Carnevale (writing in Human Capital: A High Yield Investment) are predicting that as much as thirty percent of future productivity increases will come from a limited human resource base. Human resource development will take on a very important role, and thus be critical to New Jersey business and industry, most of which are small businesses. An Education and Training Development Center would serve as an information, referral, and training source for small businesses needing employee educational services to improve their productivity.

Although developing a fully operational Center will take effort and planning, a first step could be taken almost immediately. That step is to begin offering through the Education and Training Development Center the regular set of services available through Edison. This includes identifying courses from instructional institutions that can meet specific employee degree-completion needs. A second step would include developing, promoting, and administering an HRD needs assessment to assist small businesses in identifying and recognizing their educational needs. A third and continuing

step would be to identify or develop specific educational services that use resources from other higher education providers to meet specific, short-term small business needs, e.g. technical writing, computer skills or specific management skills.

Summary

The next steps for the Center can be divided into two categories; the improvement of existing services and the development of new initiatives. The steps to improve and consolidate include the implementation of plans to strengthen data management capabilities through the establishment of a Center data base, revision of the student codes for Center students in the MIS data base and the routinization of data collection and reporting through improved data forms and procedures.

The development of new initiatives will focus on realizing three plans which have already been formulated and put into prospectus form. The first is the plan to develop leadership in colleges and employers who will commit to developing educational collaborations in their fields. The second is the plan for the development of an education and training clearinghouse at Edison which would be a computerized data base profiling corporate/college partnerships within New Jersey. The third planned initiative is the establishment of a Small Business Education and Development Center to provide small businesses with the same education and training resources that large companies have in their human resource and training departments.

The Center's next steps have been influenced by the FICE program because of its emphasis on finding ways to serve more students more effectively. Under FICE, the Center went through rigorous self-evaluation and outside evaluation. These led to the creation of working models to insure that the process of evaluation will be an ongoing part of the Center's work to serve students and employers while researching and sharing findings on how the collaborative process works.

APPENDIX 2-A

WORKING TOGETHER: Colleges with Businesses
Developing Collaborative Relationships

A Handbook for Colleges

WORKING TOGETHER: COLLEGES WITH BUSINESSES

Developing Collaborative Academic Relationships

Introduction

A. Collaboration: For a Reason

The business environment is changing at an uncomfortable rate for those caught in industries where technology and services are out distancing the people expertise needed to handle the new work place. The academic world can do something to help; and, in return, colleges can help grow their own static or declining enrollment. There is a win-win opportunity for both businesses and colleges: If a balance can be found between them.

The concept of working together to develop collaborative relationships is not new; however, what is offered here is a step-by-step procedure for colleges to examine the opportunities awaiting such a relationship. This includes how to begin a collaborative plan within your institution; how to assess your products, identify markets, develop strategies for matching your products with available markets; as well as how to manage the plan. Each step is described, developed, and examples are provided. Worksheets are included were necessary to prompt your thinking.

This guide intends to be practical. Realistically, programs sometimes start in the middle and circle back to the beginning to answer institutional questions; therefore, this guide is constructed to allow free movement directly to the section of most interest at the moment. Participants will:

- * Articulate major issues that may affect colleges as they plan collaborative programs.
- * Have a partially completed action plan for their home institutions.
- * Know what issues they must address in planning collaborative relationships.
- * Identify their top action priority.
- * Be aware of resources to help develop or enhance their programs.

By turning your needs, whatever the configuration: declining enrollment, changing community structure, increasing economic pressures on present programs, or enhancing collegiate image in community: into products that can be marketed to the businesses in your area is a way to make collaborative relationships work for you.

1. Balance expertise of colleges and businesses

Ernest Lynton's book The Missing Connection Between Business and the Universities (1984) provides a title and framework for reviewing the possibility of joint ventures between colleges and employers. He poses the general question, can colleges create the missing connection?

Lynton's promise in the book is twofold. First, business and universities would both prosper if effective ways could be found to work together on educational issues. And second, an appropriate process must exist to make that happen. Lynton characterizes the process as being systematic and includes a long-range view of human resource development with the focus on occupational maintenance, a process for sharing division of responsibility among various providers, and an ability to be flexible in developing solutions to immediate problems.

These are the general characteristics the Practitioner's Guide promotes as it outlines strategies to link colleges and corporations on the human resource development agenda rather than on a more traditional agenda such as research.

2. Understand nature of collaboration

In selecting the word "collaborative" to describe the desired product of academic and business organizations working together, the image was that of academic colleagues each bringing a different perspective to a work and therefore creating something more than either of them would have created separately. Collaboration, in other words, implies more than setting together to meet mutual goals. It implies creating something new out of the cooperative activities.

3. Illustrate assumptions of a collaborative planning model

Given this context, several assumptions underpin a collaborative planning model. These are:

- * An educational institution has, at its core, a concern with quality education products and processes, whatever the setting.
- * A noncollegiate organization has, at its core, a concern with its primary business, which is something other than education.
- * Given their different goals, such different organizations must first identify and agree upon their areas of overlapping concern and the specific goals they expect to achieve by working together.
- * Successful programs that grow from this kind of process will bring separate resources to bear on developing a strategy to meet those concerns, and each organization will invest its resources in the plan of action developed.
- * Successful partners will bring with them the capacity to change and adapt to solve mutually defined problems.

One implication of these assumptions is that collegiate institutions must view themselves as more than a vendor of educational services. The college seeking to develop collaborative relationships with corporations must be able to rely on its institutional role as an "educational expert," able to specify and develop effective solutions to educational problems.

4. Outline collaborative planning process

With the assumptions and implications listed above, the next step is to take a bird's eye view of the collaborative planning process. An exchange of information is needed to create a common understanding between the college and the business. This would include a corporate description of the business, a college description of the business, and then feedback from both sides to create the understanding.

Next in the planning stage is an agreement on the interests of both, the issues as seen by both, and the problem defined by both. The procedure would involve the business describing its interests,

issues and problems with both the business and the college agreeing on interests and issues. Then the college should reframe the information to identify the problem. Both should agree that the problem has been identified and defined.

An important step in the planning process is to form the statement framing the goals for each client organization, individual students to be involved, and each specific project. Agreement on strategy, logistics, and how the plan will be evaluated follow naturally with implementation of appropriate corrective mechanisms incorporated.

An outline review of this collaborative planning process follows:

- a. Exchange information to create a common understanding
 - 1) Corporate description of business
 - 2) College description of business
 - 3) Feedback from each side to the other to create understanding
- b. Agree on interests/issues/problem
 - 1) Corporate description of interests/issues/problem
 - 2) Agreement on interests/issues
 - 3) College restatement or reframing of problem
 - 4) Agreement on problem
- c. Statement, restatement, reframing, and agreement on goals for:
 - 1) Each client organization
 - 2) Individual students involved
 - 3) Each specific project
- d. Agreement on strategy, logistics, and evaluation
- e. Implementation with appropriate corrective mechanisms incorporated.

5. Planning Document (Attach)

Planning Document

(Name of Organization)

Organization's Goals

A.

B.

C.

Strategies

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

Organizational Responsibilities

Client Organization

Edison State College

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Problems Needing Resolution

1. _____

2. _____

3. _____

4. _____

5. _____

Next Step (s)

1. _____

2. _____

Tentative Time Schedule

January _____

February _____

March _____

April _____

May _____

June _____

July _____

August _____

September _____

October _____

November _____

December _____

B. Present Crisis: Understanding the Corporate Environment

Frequently, colleges think about reaching out to businesses in self-interest terms. Some administrations see new markets, and some see easy revenues. Their vision is partially correct. New markets exist; easy revenues do not. The new markets exist because of the substantive issues employers and employees face: increasing economic pressure to remain competitive, changing demography that means an aging workforce, and demanding employees who want educational "benefits" in lieu of job security.

1. Define economic pressures

Economic pressures include international competition and the internal move to deregulation. According to Johnston and Packer in their book Workforce 2000: Work and Workers for the 21st Century (p. 48), the integration of global markets, excess production capacity, the rapidly growing world labor force, the decline of labor unions, and the general deregulation of industry by many western governments are all contributing to the competitive trend for a world economy. The authors suggest that for both firms and nations, increased competition means that there will be relentless pressure to change and adapt to new markets and technologies. These markets will not use the traditional market shares, technology, or proprietary knowledge.

2. Identify emergence of aging workforce

The same demographic shifts predicted to affect college enrollments are now affecting industry. The workforce is aging. Some 80 percent of the year 2000s workforce are presently employed. This means that employers are going to have to rely on retraining or reeducating the existing workforce in order to maintain their competitive edge.

Most of this aging will be the result of huge increases in the numbers of middle-aged Americans, according to Johnston and Packer (p. 79). Between 1986 and 2000, for example, the number of people between the ages 35-47 will jump by 38 percent, and the numbers age 48-53 will leap by a staggering 67 percent, compared with overall population growth of only 15 percent.

3. Verify change in employee job definitions and increase in benefits

Union leaders and the employees they represent understand the implicit contract between workers and management is changing. Individuals can no longer depend on one or two major employers in a geographic area to provide employment. Since the court ordered divestiture of AT&T in 1982, thousands of employees have been let go. Major New Jersey employers--New Jersey Bell and PSE&G--are reviewing their corporate structure and reorganizing positions out of existence. Both these moves are in keeping with Forbes prediction that the corporation of the future will be leaner.

Employees have caught on to the changing environment. Instead of bargaining--as they did in the past--for an increased share of one company's or one industry's piece of the economic pie, employees are bargaining for long-term benefits. Because employment with one company can no longer be expected to be forever, employees are bargaining for the kind of benefits that will give them a different kind of security--education.

A recently completed negotiation between the United Food and Commercial Workers and the Acme and Super Fresh markets led to a \$300 per member/per year benefit to be used for child care or education. Both benefits address the issue of continuing workforce participation. The cost of childcare limits many--particularly single mothers--from workforce participation. And the lack of education limits job mobility and earnings potential.

II. How to achieve balance

A. Benefits to both colleges and businesses

The issues facing the corporate world join together to create a favorable climate for colleges to reach out to industry. The overall benefit for both colleges and businesses would be to share a common interest in the development and maintenance of society's human resources (Lynton, p. 151).

Institutional Benefits: What are the potential benefits the institution can gain from a specific alliance? These could include any of the following:

- * publicity
- * opportunities for faculty and students to develop their professional skills.
- * reputation (increased opportunities to provide additional services to other clients)
- * contracts
- * additional students
- * opportunities to enhance academic program development
- * enhanced opportunities to increase the institutional development effort

Business Benefits: What are the potential benefits the business can gain from a specific alliance? These could include any of the following:

Direct contact with faculty for

- * consultation
- * policy analysis
- * technical assistance
- * synthesizing and interpreting fragments of information into usable and directly applicable knowledge

Training facilities for firms with small staffs.

B. Occupational maintenance and renovation

Lynton defines occupational maintenance as continuing education for a single, lifelong process of development (p. 134). Besides the obvious problems of coordinating and regulating such a system, Lynton offers a second question as to how our workforce and educational requirements might change if there were policy commitments and private actions by professionals to participate in an appropriate amount of occupational maintenance. The collaboration between education and employers would be central to the proper development of occupational maintenance which provides the systematic maintenance and renovation of human capital.

C. Shared responsibility

Arguments in the support of the public benefit of continuing education is that continuing education is aimed primarily at preventing or reducing unemployment and generally, to mitigate against substantial labor-market dislocations, so says Lynton (p. 137). The changing nature of the work force has led to the growing realization that job programs cannot have much impact unless they contain a substantial educational

component. Recurrent education to maintain occupational effectiveness serves to preserve the investment in human capital required for the maintenance of productivity.

D. Flexible solutions to immediate problems

Lynton suggests that with the continuing and accelerating societal changes, there are bound to be unexpected fluctuations in demand. Some of these may be due to sudden crises, political or economic; others may arise because of quite unanticipated innovations. Whatever the cause, we can be certain only of uncertainty, and the overarching agenda item for cooperation between employers, educators, and governments is therefore the achievement of optimal flexibility of human resource development and maintenance (p. 142).

The need lies in the fact that at every stage of learning whether on the job or in the classroom, there needs to be preparation for the specific needs of the moment and provision for adaptability to the changing demands of tomorrow. Arriving at a mutually acceptable balance between breadth and specialization will be easier, according to Lynton, if it is coupled with the development of a coherent approach to a lifelong and recurrent pattern of education (p. 143).

III. Begin program internally

A. Plan

The planning process should be a major part of the collaborative effort. This process begins with predicting how you see the future of your institution: a process that begins quite realistically with analyzing your present program. Next you assess your products in line with your institution's strengths and political strengths. Finally, evaluate available resources and how your institution plans to support the program's growth.

1. Create a vision.

Imagine yourself five years into the future. You are an invited speaker to a conference designed to help other colleges and universities develop collaborative partnerships between academic institutions and employers.

- a. What three noteworthy points about your program will you emphasize to your colleagues?

1) -----
2) -----
3) -----

- b. What is the single most important characteristic that will distinguish your program as a model for others to learn from?

2. Analyze program

- a. Review Programmatic Strengths: List your three strongest academic programs.

1) -----
2) -----
3) -----

- b. List the three programs most likely to collaborate in your efforts to develop or improve collaborative relationships with employers?

1) -----

2) -----

3) -----

- c. If these are not the same, which would you prefer as an internal partner? Why?

- d. Review the "Product Selection" checklist below to see if you would rethink your choices.

B. Assess products

Most products that your institution markets have been defined by your institution; however, these products may not include combinations or expansions that may address the business needs in your community. By taking a fresh look, you can determine your institution's strengths.

The Product Selection Checklist will assist you in thinking through to determine your institution's strengths.

1. Determine institution's strengths: Product Selection Checklist

- a. What about your institutional mission supports or detracts from the goal of providing academic services to other organizations?

- 1) Is there an institutional commitment to services?

If so where does it reside?

Who supports it?

Who opposes it?

- (2) Would an institutional goal of providing contractual services to organizations support or detract from other service goals?

- b. What about your institution's orientation to business/industry supports or detracts from the goal of providing academic services to other organizations?

- (1) Is the institution willing to be client centered in its discussions of services?

- (2) Will the services be used to solve client problems while they also meet institutional goals?

- c. Which of your institutional "products" would be available to an outside organizational client?

- (1) Credit-bearing courses -----

- (2) Non-credit offerings,
e.g. short courses,
seminars, ESI or remedial
education courses -----

- (3) Academic support services,
e.g. academic or

career counseling -----

4) degrees -----

5) faculty consulting
expertise, e.g. small
business expertise -----

6) Other services, e.g.
water or soil analysis -----

d. What about your academic services is appealing
and available to potential organizational
clients?

1) Do you offer academic
programs that would
be appealing to the
employers in your
service area? -----

(2) Are these programs also
strong academically? -----

(3) Do the faculty and
administration in those
areas support the idea
of outreach? -----

e. How flexible or responsive can your institution
be in terms of the following:

Very/Not Very/Limits

1) response time. -----

(2) flexibility in packaging
the product, e.g. can
a course be consolidated
into an intensive
short-term experience?
Can it be offered at
"odd" hours like shift changes?
Can it be offered at an
employer site? -----

(3) tailoring specific
content to meet specific

on-site needs. -----

- (4) allowing credits to be earned through verification of experience, i.e. testing, portfolio assessment, ACE evaluation of military or employer-sponsored training. -----

- (5) adapting administrative procedures such as registration, library loans, fee payments at times other than semester breaks. -----

f. Product Selection:

- 1) Which "products" seem to be most marketable?

- (2) How will you present your rationale to your colleagues?

2. Add political strengths

As you think about implementing an outreach program at your institution, you should consider all the strengths that will enable your program to prosper as well as the barriers you will have to overcome. List them below:

STRENGTHS

BARRIERS

-----	-----
-----	-----
-----	-----
-----	-----

2. What is the single most important support that must be maintained and cultivated?

3. What is the single most important barrier that must be reduced?

4. What strategy will achieve each?

3. Designate additional plans to support program growth

a. What plans will be in place to support program growth?

(1) Will the institution plan to increase its contribution?

(2) Will revenues be used to fund growth?

(3) Will grants seeking be an important part of the activity?

C. Evaluate available resources

No plan will be effective without looking to see what funds are available or could be made to be available.

Funds assessment should raise the following questions:

1. What resources will be available?

Staff time. Will both professional and secretarial staff be assigned?

What will be the configuration of the assignments?

2. How will faculty time be counted? As part of load? Over load?

3. Space. Will work, meeting space be available?

4. Budget. What monies can be made available?
NOTE: Costs cannot be figured until programs have been identified. Pricing will be discussed in Section VI.B.1.

VI. Develop action plan

A. Identify markets

How to identify and locate markets for your products can be one of the most difficult phases of the collaborative plan. Surprisingly, though, when you begin to assess the corporations through their structure, size, and recognizable needs, the match between your products and their needs can be acknowledged.

If you are at the first step of exploring your market, all employers in your service area--at least all employers who face human resource development problems--can be defined as being part of your potential market. At this step, it is worthwhile to list all employers as well as their problems so you can imagine the potential of your program. Use the Market Analysis Checklist below to assist you in thinking through the list of possible markets.

1. Market Analysis:

a. What organizations in your service area are possible clients?

(1) business/industry. which types?

(2) professional associations

(3) apprenticeship programs/labor unions

(4) other educational institutions, e.g.
community colleges, proprietary schools

(5) government agencies

(6) voluntary associations

2. Understand market needs

a. Review the Market Analysis above. At this point in the process you have defined your core products and have defined your overall markets. Now comes the step in which you describe the basis on which you will segment your markets. To accomplish this, the following checklist will guide your thoughts.

- (1) Divide your markets into segments. For example, your market may be the top 100 employers in New Jersey. Segments of this market might include:

Personnel Directors
Training Directors
Tuition Aid Managers
Mid Level Managers
Data Processing/computer Staff
Overall Workforce
Alumni of your institution

Markets:

Segments:

- (2) What needs can you address for each segment?

Segments:

Needs:

- (3) What initial product offering will address the specific need(s)?

Needs:

Products:

- 4) What are the major benefits your product will provide?

Products:

Benefits:

- 5) Do the benefits address the markets needs?

- 6) Does the product need to be modified to best meet the market's need?

c. Assessing the competition.

- 1) Who is your competition?

- 2) What distinguishes your products from theirs?

- 3) Are you positioned to fill a distinct niche within the market?

d. Institution's Image

- (1) What image does the institution attempt to convey?

- (2) How does the market view the institution?

(3) Does the product have an image distinct
from the institution?

(4) Is your image an asset or a liability in
reaching your market?

d. Market Segment Checklist

Segments	Needs	Products	Benefits
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

3. Match products with market needs

Beginning by segmenting your markets is only one way to evaluate your market and match your products. Other considerations can be made that include evaluating the groups involved and formulating the program components to include managing the program and setting goals. The following Market Index will guide you in selecting the areas you need to address.

a. Market Index

(1) Group characteristics.

How do the group's characteristics match the profile of the students you currently serve?

Are they facing external regulatory requirements, e.g. nuclear industry personnel are being required to meet increasingly rigorous educational standards?

Are internal problems identified, e.g. is skill upgrading required for personnel to keep up with new equipment?

(3) Marketing manageability.

Is the group accessible by a manageable and cost-effective marketing strategy?

(4) Potential results.

Will working with the group yield positive results?

How will you evaluate the results?

b. Checklist:

- (1) What specific institutional strengths/services would help solve those

How do the group's characteristics match
the profile of the students you wish to
serve?

What special characteristics particularly
"qualify" the group for your institution's
services?

Need: What need does the group have for
your services? (e.g. specific skills or
knowledge? career or educational planning
to help prepare for changing job markets?
degrees to take advantage of promotional
activities?

Program match: What programs does your
institution have that meet the groups'
needs?

- -----
(2) Business Needs: What problems are
potential clients facing that can be
solved by your services?

problems?

- (2) Match internal strengths and market needs. Selecting the market you will target means selecting a market with needs that can be met by your programs. A first step in that process is analyzing the potential market against the criteria you establish.
- (3) Review the Market Index. Expand or review it if needed to accommodate your institution's circumstances.
- (4) Assess each potential group against the Index. List all groups that remain after you eliminate those that do not fit your market criteria.
- (5) Once again, apply the market index to these groups. Only this time ask, which group gives the "best fit" with the criteria?
- (6) Are you comfortable with that choice? Why or why not?

4. Select a Market Strategy

To successfully plan a collaborative program you must also plan your market strategy. It is one thing to identify your market but then you must identify ways to go after that market. You can begin this process by assessing available strategies and strategies that have worked successfully for you in other programs.

a. Strategy Analysis

- 1) Given your institutional constraints, what choices of marketing strategies are available to you?

Advertising -----

Direct mail -----

Publicity via:

* general news releases -----

* stories in organizational newsletters -----

* stories in key professional journals -----

Telemarketing -----

Networking via:

* conferences -----

* membership in professional associations -----

* advisory councils -----

Personal contacts -----

(2) Which of the mix of strategies:

has worked in the past?

Is appealing

Can be done?

(3) How will you judge the effectiveness of a particular strategy?

Can you measure the strategy in terms of the stated goal?

Will you collect systematic evaluation data? Or will the evaluation be intuitive?

Will the evaluation be the bottom-line?

- (4) What system do you have for implementing changes in strategy?

- (5) List strategies and results you have used successfully.

- (6) List strategies that seem most easily "do-able" and most effective.

B. Prepare internal half of Action Plan

At this stage you have defined your products, thoroughly assessed your markets to include business problems/needs and how your products can meet the needs of the markets you have identified, and are now ready to prepare the first half of the Action Plan: The internal half.

The Action Plan begins by setting a pricing structure and continues through working out internal collaboration lines and establishing evaluation criteria. Tips used to develop a pricing structure are as follows:

1. Develop pricing structure
 - a. Unlock your thinking from your fee schedule.
 - b. Focus on the value of your services. Define your product and your price in terms of the business problem you are solving (e.g. easy access to classes). Think of your costs in terms of the value.
 - c. Think like a business manager. What does it take to run your operation? Managing service delivery is time consuming. Consider these costs.

- d. What revenues do you need to generate to cover these costs?
- e. Don't price extravagantly on the mistaken assumption that businesses and industry have an unlimited supply of dollars.

2. Set priorities and goals.

Begin this process by honing in on the criteria used to identify markets in Section VI.A. Establish the first priority market, then the second, and the third. Decide on what you want to accomplish by going after this market segment. Then decide the strategy you will use to approach this market segment. Use the following checklist to get you started.

Market Segment	Ranking	Goal	Approach
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

3. Work out internal collaboration

Essential to the planning process is the collaboration among your colleagues. Planning these internal support lines up front will smooth out the entire program process and allow concentration to be on the program once it gets up and running. The process begins by identifying the internal support lines, adapting institutional roles to fit the new markets, and choosing administration structure for the program.

The following checklists will assist you in thinking through this internal collaboration phase.

a. Identify internal support lines

- 1) How will the institution organize to deliver services?

- a) Will a single office be responsible?
If so, where does that office fit
into the organization? Does it
report to a key decision-maker?
-
-

- b) Will responsibility lie with
individual departments/units?
-

- c) Will some hybrid system be in place?
-

- 2) What coordinations will be required from
the model the institution chooses?
-
-

- a) Will support be required from
separate offices such as public
relations, admissions, development,
continuing education, grants and
contracts, or academic departments?
-
-

- b) Is providing needed support an
established part of other units
responsibilities?
-

- c) What system will make needed
coordination happen?
-

b. Adapt institutional roles

- 1) Make sure appropriate decision-makers are
involved.
- 2) Take the risk of sharing the process

- a. With others at your institution
- b. With your corporate contracts
- c. Choose administration structure of program

Lynton (p. 87) suggests that faculties abandon their traditional way of designing educational programs in isolation and learn to work together with employers in defining educational needs and in developing appropriate content and format. Lynton suggests that the view of industry, particularly those industry employees involved in the training and education of employees, is one in which academics are unwilling to sit down and discuss needs and approaches. They accuse faculties of being arrogant and insensitive to external realities.

Both sides must understand the difficulty and delicacy of finding the proper degree of cooperation. On the one hand, the input of the employer must be more than advisory. There needs to be a real sharing of authority. The external sponsor of educational programs must have a real voice in the determination of content.

On the other hand, says Lynton (p. 88), the necessary sharing of authority with regard not only to what programs are needed, but also to what they should contain does not diminish the inescapable responsibility of a faculty and an academic institution for the quality and standards of their educational offerings.

4. Establish evaluation techniques

- a. What results will define your activities as successful?

- b. How will each of the following be used to evaluate success?

1) publicity -----

2) contacts -----

- 3) enrollments -----
- 4) contracts -----
- 5) referrals -----
- 6) foundation
contributions -----
- 7) other -----

5. Create presentation

An important feature of the planning process is to prepare a checklist of items to be covered during the initial conversation with a business client. Suggestions for items to be included are as follows:

- a. Your assessment of the business's market segment
- b. Your assessment of their needs
- c. Agreement between you on their needs
- d. Defining your products that can meet their needs
- e. Discussion on a joint working agreement
- f. Agreement to jointly develop a proposal
- g. Or agreement to gather more information for further discussion on developing a joint working agreement.

V. Present products to targeted businesses

A. Develop the relationship

1. Listen to your corporate clients
2. Don't assume a corporate person understands the education business
3. Clarify goals
4. Make sure you share a common definition of the problem
5. Plan together, then submit a proposal.

B. Negotiate terms

C. Establish the contract

VI. Manage the plan

A. Provide quality service

B. Manage the contract

1. Monitor
2. Check your perceptions with client manager.
3. Collect data. Keep it simple. Report what you can report. Save the fancy stuff for later.
4. Be sure each service component is high quality.

C. Maintain internal commitments

D. Review marketing success pointers

1. Focus/target/refocus. Target using common sense criteria.
2. Set public goals you know you can meet.
3. Set private goals that are a stretch.
4. Follow your successes. Narrow your target markets based on your successes.
5. Experiment. Use cost-effective strategies. Flashy and effective are not necessarily the same. Low-cost can be effective.
6. Find ways to keep in contact with clients who need more development time. Find strategies that can be managed with as little effort as possible.
7. Share. A joint marketing effort with another might be valuable.
8. Keep relevant data.
9. Develop advocates (satisfied clients) who can help market by referrals.
10. Act.

VII. Additional resources

ATTACHED PAGE

Additional Resources

- AASCU. The Higher Education-Economic Development Connection: Emerging Roles for Public Colleges and Universities in a Changing Economy. Washington, DC; American Association of State Colleges and Universities, 1986.
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- Kotler, Philip. Marketing for Nonprofit Organizations. Prentice-Hall, Inc. Englewood Cliffs, New Jersey, 1975.
- Lynton, Ernest A. The Missing Connection Between Business and the Universities. New York: American Council on Education and Mcmillan Publishing Company, 1984.
- Mathews, Jane B. and Rolf Norgaard. Managing the Partnership Between Higher Education and Industry. Boulder, CO: National Center for Higher Education Management Systems, 1984.
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APPENDIX 3-A

STUDENT SURVEY RESULTS

Part 1: Results in Percentages

Part 2: Results in Numbers of Students

CENTER FOR CORPORATE PARTNERSHIPS
STUDENT QUESTIONNAIRE

Results as of 4-28-89

243 Questionnaires
66 returned (26%)

Date of Birth _____ Average age 37

Employer _____

Sex M 51% F 49%

Position _____

Family Income Average is \$53,943

Social Security # _____

Place of Residence _____

Degree Selection:

Applied Science and Technology

- 12 BSAST Nuclear
- 3 BSAST Computer Science
- 3 BSAST unspecified

Business and Management

- 16 BSBA
- 1 AA/BSBA

Liberal Arts

- 11 BA 3 Social Science, 2 Math and Natural Science, 1 Computer Science
1 Environmental Science and 4 unspecified.
- 4 AA unspecified
- 2 AS Natural Science and Math
- 1 AA/BA unspecified

Human and Social Services

- 1 BS Public Administration

Unspecified Degrees

- 1 AS, 1 AA, BS
- 9 Not reporting degree selection

1. Are you currently an active participant in your employer's educational program with Thomas Edison?

Yes: 62 respondents 94% No: 4 respondents 6%

2. When did you enroll in the Edison program?

Month _____ Year _____

(47 responses)

Average length of enrollment: 14 months

Range of enrollment: 5 mos. to 49 mos.

3. How many credits did you have prior to your participation with Edison?

0-30	<u>28</u>	31-60	<u>9</u>	61-90	<u>21</u>	91-120	<u>8</u>	(64 responses)
	43%		13%		32%		12%	

4. How many College credits have you earned since enrolling with Edison?

0-30	<u>55</u>	31-60	<u>7</u>	61-90	<u>3</u>	91-120	<u>0</u>
	86%		10%		4%		

5. How did you earn your college credits? Check the strategies you used and indicate when you used them. (63 responses)

BEFORE EDISON ENROLLMENT AFTER EDISON ENROLLMENT

<u>11%</u> License or certificate	<u>9%</u> License or certificate
<u>6%</u> Testing	<u>39%</u> Testing
<u>8%</u> Telecourses	<u>3%</u> Telecourses
<u>1%</u> Correspondence courses	<u>8%</u> Correspondence courses
<u> </u> PONS I	<u>3%</u> PONS I
<u>15%</u> Military	<u>3%</u> Military
<u>85%</u> College courses	<u>51%</u> College courses
<u>6%</u> Other	<u>12%</u> Portfolio
	<u>18%</u> Edison Guided Study courses
	<u>3%</u> Other

6. What personal and professional goals motivated you to seek a degree?
Check any of the following statements which apply to you.

(66 responses)

Completing my degree:

- 74% is a lifelong personal goal.
- 21% will insure an increase in my income.
- 20% will help me to keep my job despite changes which have occurred in my company/profession.
- 65% will help me to advance within my organization.
- 74% will enable me to have more career mobility.
- 12% will help me make adjustments which are critical due to changes in my personal life.
- 56% will validate the professional knowledge and expertise that I have already acquired through experience.
- 20% will enable me to qualify for graduate study.
- 5% Other

7. Which of the following were factors in your decision to choose Edison in pursuing your degree? (37 responses)

- 48% My employer encouraged me.
- 66% My company or institution is reimbursing my expenses.
- 39% My prior work experience can best be converted to college credit through Edison.
- 39% I did not have the time to take on-campus college courses.
- 66% My previous college credits from other schools could be consolidated towards a degree through Edison.
- 78% Edison provides more flexibility than a traditional college offers.

8. Would you have pursued your degree if your employer had not offered the opportunity through Edison? (65 responses)

Yes <u>27</u>	No <u>11</u>	Not at that time <u>27</u>
41.5%	16.9%	41.5%

9. Check any of the following which apply to you and rate their importance (62 responses)

Having Edison Services available at my work site:

	IMPORTANCE				
	Less		More		
	1	2	3	4	5
<u>97%</u> motivated me to pursue a college degree.	8%	2%	17%	27%	41%
<u>87%</u> helped me maintain momentum in working toward my degree.	9%	9%	17%	38%	28%
<u>89%</u> made it easier to gain accurate information about credit attainment.	2%	8%	21%	40%	30%
<u>60%</u> gave me the confidence I needed to build a degree program.	13%	6%	34%	23%	23%

10. If you have used any of the following services, please check them and rate their effectiveness in helping you complete your degree.

(52 responses)

	EFFECTIVENESS				
	Less		More		
	1	2	3	4	5
<u>88%</u> On-site advising	2%	9%	30%	34%	26%
<u>65%</u> Orientation to Edison	0	6%	24%	33%	36%
<u>33%</u> "Choosing a Degree" Workshop	0	6%	44%	31%	19%
<u>38%</u> Study Skills Workshop	5%	11%	42%	21%	21%
<u>19%</u> Study Group	0	0	20%	20%	60%
<u>35%</u> CLEP Preparation Course	0	0	5%	16%	79%
<u>54%</u> On-site testing	0	0	4%	7%	89%
<u>12%</u> Student Networking Group	17%	0	33%	17%	33%
<u>12%</u> Basic Skills Orientation	0	0	50%	33%	17%
<u>29%</u> Portfolio Orientation Workshop	8%	0	31%	38%	23%
<u>21%</u> Portfolio Development Seminars	9%	0	0	55%	36%
<u>23%</u> Guided Study Overviews	0	0	25%	33%	42%

11. Which of the above services would you like to have offered at your site in addition to currently available services ? (51 responses)

CLEP Prep (21%) Guided Study (14%) On-Site Testing (16%)
On-Site Advising (4%) Study Skills (6%) Portfolio Development (10%)
Study Group (2%) TCEP Prep (2%) Choosing a Degree (10%)

Would you like more information about any of the above services?
(29 responses)

Which ones? On-site Testing (17%) Guided Study Overview (27%)

Study Group (3%) CLEP Prep (14%) Portfolio Orientation (7%)

On-site Advising (3%) Portfolio Development (14%) Study Skills (3%)

Choosing a Degree (10%)

12. Have you ever become so frustrated with the Edison program that you thought about ending your pursuit of a degree?

(63 responses)

Yes 15 No 48
24% 76%

If yes, at what stage?

First contact with Edison

1% Application processing

9% Waiting for transcript evaluation

1% Meeting degree requirements

11% Other (Please specify)

Waiting for test results-PSE&G
Shift work poses difficulties-PSE&G
Waiting for test confirmation "
Time limits of job interfere-ETS
Contacting advisors -Bellcore
Coordinating colleges-Bellcore

Why?

7 Responses. 1) Too long waiting (2&4 above)---AT&T

2) It took a long time to get program off the ground.(1 above)---AT&T

3) I took TECEP in Aug. '88 and results were never sent. I had to call to try to find out results. (3&5 above)--- former PSE&G

4) Waiting for transcript evaluation checked by 4 people, one of whom waited 8. mos. and another who complained that all administrative services are slow. A third person said that his co-workers were frustrated waiting for transcript evaluations. The 4th person said that his file was either inaccessible or not complete when he called---
1 ETS, 1 Bellcore & 2 PSE&G

Results to the next two questions represent a breakdown of different factors cited. More than one of the above items may have been said by the same person i.e., One person at the Dept. of State said that Edison was easy to work with, the people were friendly and everything he needed was there.

13. What could Edison have done to make working toward your degree less frustrating?
(28 Responses)

RESPONSES

EMPLOYEES RESPONDING

Faster, more efficient delivery of services, i.e. transcript updates, test results.	4 PSE&G 3 AT&T 1 Bellcore 1 ETS	9
Easier access to advisors & tracking of student questions	3 AT&T 2 Bellcore 1 ETS	6
More services on site	4 AT&T 1 PSE&G	
Make scheduled activities more convenient for shift workers.	3 PSE&G	3
Give information on courses offered by instructional colleges	2 Bellcore 1 AT&T	3
More information on Guided Study/ provide audio tapes for use in car.	1 Bellcore 1 AT&T 1 ETS	2
More direct contact with students.	1 ETS 1 AT&T	2

Nothing more they could do	1 AT&T 1 Dept of State	2
More explanation of Portfolio Assessment	1 ETS	1
Accept language course from Salem County College	1 PSE&G	1

14. What benefits have you gained from your participation with Edison?

(42 responses)

Responses:

Employees Responding

Flexibility, Credit Options & Convenience	2 PSE&G 3 Bellcore 3 AT&T 1 State	9
Confidence & Motivation	5 AT&T 1 State 2 PSE&G	8
Counseling & Advising Support	4 Dept. of State 1 Bellcore 1 AT&T	6
The degree itself.	2 PSE&G 1 Dept. of State 1 AT&T	4
Transferred credits without Losing any.	1 ETS 3 Bellcore	4
Edison put degree within reach/ gave direction to degree pursuit.	2 Bellcore 1 PSE&G 1 AT&T	4

Specific Options: CLEP Prep., Guided Study, & Testing	2 ETS 1 AT&T	3
Career Mobility/Promotion	3 State	3
Got degree in shortest time possible.	2 Bellcore 1 PSE&G	3
No Benefits	2 ETS 1 AT&T	3
Used Military Credits	2 PSE&G	2
Fair Evaluations	1 AT&T	1
Expanded awareness of new areas of knowledge.	1 Dept. of State	1

EDISON STATE COLLEGE
CENTER FOR CORPORATE PARTNERSHIPS
STUDENT QUESTIONNAIRE

Results as of 4-28-89

243 questionnaires
66 returned (27%)

Date of Birth _____ Average age 37 (56 responses) Employer _____
Sex M 33 F 31 (64 responses) Position _____
Family Income Average is \$53,943 Social Security # _____
(53 responses)
Place of Residence _____

Degree Selection:

Applied Science and Technology

12 BSAST Nuclear
3 BSAST Computer Science
3 BSAST unspecified

Business and Management

16 BSBA
1 AA/BSBA

Liberal Arts

11 BA 3 Social Science, 2 Math and Natural Science, 1 Computer Science
1 Environmental Science and 4 unspecified.
4 AA unspecified
2 AS Natural Science and Math
1 AA/BA unspecified

Human and Social Services

1 BS Sociology
1 BS Public Administration

Unspecified Degrees

1 AS, 1 AA, BS
9 Not reporting degree selection

1. Are you currently an active participant in your employer's educational program with Thomas Edison?

Yes: 62 respondents No: 4 respondents

1 respondent not CCP student. Data not included.

2. When did you enroll in the Edison program?

Month _____ Year _____

(47 responses)

Average length of enrollment: 14 months

Range of enrollment: 5 mos. to 49 mos.

3. How many credits did you have prior to your participation with Edison?

0-30 28 31-60 9 61-90 21 91-120 8 (66 responses)

4. How many College credits have you earned since enrolling with Edison?

0-30 55 31-60 7 61-90 3 91-120 0 (65 responses)

5. How did you earn your college credits? Check the strategies you used and indicate when you used them. (65 responses)

BEFORE EDISON ENROLLMENT AFTER EDISON ENROLLMENT

7 License or certificate 6 License or certificate

4 Testing 25 Testing

5 Telecourses 2 Telecourses

1 Correspondence courses 5 Correspondence courses

 PONS I 2 PONS I

10 Military 2 Military

55 College courses 33 College courses

4 Other 8 Portfolio

12 Edison Guided Study courses

2 Other

6. What personal and professional goals motivated you to seek a degree?
Check any of the following statements which apply to you.
(66 responses)

Completing my degree:

- 49 is a lifelong personal goal.
- 14 will insure an increase in my income.
- 13 will help me to keep my job despite changes which have occurred in my company/profession.
- 43 will help me to advance within my organization.
- 49 will enable me to have more career mobility.
- 8 will help me make adjustments which are critical due to changes in my personal life.
- 37 will validate the professional knowledge and expertise that I have already acquired through experience.
- 13 will enable me to qualify for graduate study.
- 3 Other

7. Which of the following were factors in your decision to choose Edison in pursuing your degree?
(64 responses)

- 31 My employer encouraged me.
- 42 My company or institution is reimbursing my expenses.
- 25 My prior work experience can best be converted to college credit through Edison.
- 25 I did not have the time to take on-campus college courses.
- 42 My previous college credits from other schools could be consolidated towards a degree through Edison.
- 50 Edison provides more flexibility than a traditional college offers.

8. Would you have pursued your degree if your employer had not offered the opportunity through Edison?
(65 responses)

Yes 27 No 11 Not at that time 27

9. Check any of the following which apply to you and rate their importance. (62 responses)

Having Edison Services available at my work site:

	IMPORTANCE				
	Less 1	2	3	4	More 5
<u>60</u> motivated me to pursue a college degree.	8%	2%	17%	27%	41%
<u>54</u> helped me maintain momentum in working toward my degree.	9%	9%	17%	38%	28%
<u>55</u> made it easier to gain accurate information about credit attainment.	2%	8%	21%	40%	30%
<u>37</u> gave me the confidence I needed to build a degree program.	13%	6%	34%	23%	23%

10. If you have used any of the following services, please check them and rate their effectiveness in helping you complete your degree. (52 responses)

	EFFECTIVENESS				
	Less 1	2	3	4	More 5
<u>46</u> On-site advising	2%	9%	30%	34%	26%
<u>34</u> Orientation to Edison	0	6%	24%	33%	36%
<u>17</u> "Choosing a Degree" Workshop	0	6%	44%	31%	19%
<u>20</u> Study Skills Workshop	5%	11%	42%	21%	21%
<u>10</u> Study Group	0	0	20%	20%	60%
<u>18</u> CLEP Preparation Course	0	0	5%	16%	79%
<u>28</u> On-site testing	0	0	4%	7%	89%
<u>6</u> Student Networking Group	17%	0	33%	17%	33%
<u>6</u> Basic Skills Orientation	0	0	50%	33%	17%
<u>15</u> Portfolio Orientation Workshop	8%	0	31%	38%	23%
<u>11</u> Portfolio Development Seminars	9%	0	0	55%	36%
<u>12</u> Guided Study Overviews	0	0	25%	33%	42%

11. Which of the above services would you like to have offered at your site in addition to currently available services ? (51 responses)

CLEP Prep (11) TCEP Prep (1) Guided Study (7) On-Site Testing (8)
On-Site Advising (2) Study Skills (3) Portfolio Development (5)
Study Group (1) Portfolio Orientation (5) Choosing a Degree (2)

Would you like more information about any of the above services?
(29 responses)

Which ones? On-site Testing (5) Guided Study Overview (8)
Study Group (1) CLEP Prep (4) Portfolio Development (4)
Study Skills (1) On-site Advising (1) Portfolio Orientation (2)
Choosing a Degree (3)

12. Have you ever become so frustrated with the Edison program that you thought about ending your pursuit of a degree?

Yes 15 No 48
(63 responses)

If yes, at what stage?

 First contact with Edison

 1 Application processing

 6 Waiting for transcript evaluation

 1 Meeting degree requirements

 7 Other (Please specify)

Waiting for test results---PSE&G
Shift work poses difficulties---PSE&G
Waiting for test confirmation ---"
Time limits of job interfere---ETS
Contacting advisors---Bellcore
Coordinating colleges with ESC
 ---Bellcore
Counseling---Bellcore

Why?

7 Responses. 1) Too long waiting (2&4 above)---AT&T

2) It took a long time to get program off the ground.(1 above)---AT&T

3) I took TECEP in Aug. '88 and results were never sent. I had to call to try to find out results. (3&5 above)--- former PSE&G

4) Waiting for transcript evaluation checked by 4 people, one of whom waited 8. mos. and another who complained that all administrative services are slow. A third person said that his co-workers were frustrated waiting for transcript evaluations The 4th person said that his file was either inaccessible or not complete when he called --- 1 ETS, 1 Bellcore & 2 PSE&G

SUMMARY OF ANSWERS TO QUESTIONS 13 & 14

Results to the next two questions represent a breakdown of different factors cited. More than one of the above items may have been said by the same person i.e., One person at the Dept. of State said that Edison was easy to work with, the people were friendly and everything he needed was there.

13. What could Edison have done to make working toward your degree less frustrating? (28 Responses)

RESPONSES

EMPLOYEES RESPONDING

Faster, more efficient delivery of services, i.e. transcript updates, test results.	4 PSE&G 3 AT&T 1 Bellcore 1 ETS	9
Easier access to advisors & tracking of student questions	3 AT&T 2 Bellcore 1 ETS	6
More services on site	4 AT&T 1 PSE&G	
Make scheduled activities more convenient for shift workers.	3 PSE&G	3
Give information on courses offered by instructional colleges	2 Bellcore 1 AT&T	3
More information on Guided Study/ provide audio tapes for use in car.	1 Bellcore 1 AT&T 1 ETS	2
More direct contact with students.	1 ETS 1 AT&T	2

Nothing more they could do	1 AT&T 1 Dept of State	2
More explanation of Portfolio Assessment	1 ETS	1
Accept language course from Salem County College	1 PSE&G	1

14. What benefits have you gained from your participation with Edison?

(42 responses)

<u>Responses:</u>	<u>Employees Responding</u>	
Flexibility, Credit Options & Convenience	2 PSE&G 3 Bellcore 3 AT&T 1 State	9
Confidence & Motivation	5 AT&T 1 State 2 PSE&G	8
Counseling & Advising Support	4 Dept. of State 1 Bellcore 1 AT&T	6
The degree itself.	2 PSE&G 1 Dept. of State 1 AT&T	4
Transferred credits without Losing any.	1 ETS 3 Bellcore	4
Edison put degree within reach/ gave direction to degree pursuit.	2 Bellcore 1 PSE&G 1 AT&T	4

Specific Options: CLEP Prep., Guided Study, & Testing	2 ETS 1 AT&T	3
Career Mobility/Promotion	3 State	3
Got degree in shortest time possible.	2 Bellcore 1 PSE&G	3
No Benefits	2 ETS 1 AT&T	3
Used Military Credits	2 PSE&G	2
Fair Evaluations	1 AT&T	1
Expanded awareness of new areas of knowledge.	1 Dept. of State	1

APPENDIX 4-A

Client Survey Results

EDISON STATE COLLEGE
CENTER FOR CORPORATE PARTNERSHIPS

CLIENT SURVEY

1. What problems or needs do you have in the area of education and training?

NEED/PROBLEMS

CLIENTS

Employees need basic skills or study skills to get them ready for college level courses or company schools (i.e. IBM equipment training school)

Division of Taxation
Department of State
Blue Cross/Blue Shield
ETS

Employees need computer skills

Division of Taxation
ETS
Dept. of State

Employees need written and verbal skills

Bellcore and ETS

Regulatory body demands that employees have degrees

PSE&G (Nuclear
Regulatory Commission)

Need management development

ETS and AT&T

Need to serve training goals of client industry (Banking)

AIB

Need to deliver training within a limited budget

Bellcore and AIB

Need training materials

AIB and Blue Cross/Shield

Need to promote educational programs to their employees to encourage participation.

AT&T and Dept. of State

What plans do you have to meet your employee education goals?

PLANS

CLIENT

Get banks to sponsor portfolio programs. Interact more & more with large banks.

AIB

Independent learning center.
Liberalized tuition policy.
In-house training programs and consultant training programs.

Division of Taxation

Continue NOTE Program. "Take people on a voluntary basis and pay for everything necessary. Try to arrange it so that student has no out-of-pocket costs

Department of State

Corporate degree program with Edison which is now in place. Emphasize technical information management and communications networks. Utilize AT&T PONSİ courses in degree program.

AT&T

Step 1 Program. Plan to buy self-study software (Apple) and adult learning workbooks.

Blue Cross/Shield

Will do needs analysis. New manager. Plans emerging.

Bellcore

Happy with Edison solution. Would plan even more of a "one stop shop" concept with Edison handling as much administration as possible

PSE&G

Doing needs analysis to look at what can be done internally with tuition assistance or externally with vendors of educational services.

ETS

- b. In which education and training areas do you see Edison as a valuable partner? From your viewpoint, where does our expertise lie?

EDISON EXPERTISE

CLIENT

Turning life experience into credit.

Department of State

Client focus makes degree accessible to workers with time constraints and logistical considerations, i.e. transfers, childcare.

Division of Taxation
AT&T

Expert in preparing people to seek and plan degree strategies

ETS

PONSI courses valuable part of program and good selling point to encourage workers to get degree

AIB

Edison is a good resource for innovative programs

Department of State

Expert at providing information and advisement on degree possibilities

PSE&G, Bellcore and AIB

Edison provides a great number of services

Bellcore

Expert at managing educational programs

PSE&G

- c. What knowledge and skills do you expect your employees to gain as a result of the programs you initiate?

SKILLS

CLIENTS

Communication Skills,
i.e. verbal & written,
negotiation skills,
interpersonal & customer
skills

Division of Taxation,
Department of State,
AT&T, ETS and
Bellcore

Master highly focused industry
oriented curriculum

AIB and PSE&G

Critical thinking/Problem Solving

Dept. of State,
AT&T and BC&S

Math Skills

ETS, Bellcore and
Blue Cross/Shield

Computer Skills & Ability to
deal with technological
environment

ETS and
Dept. of State

English as a Second Language

Bellcore

Motivation/Job commitment

Division of
Taxation

Management Skills

Bellcore, AT&T
and ETS

2. Why did you decide to institute a program to help employees earn degrees?

Check any of the following which apply.

 8 To upgrade employee skills

 1 To enhance benefits package (Blue Cross/Shield, to
attract new employees)

 4 To respond to competitive pressure in field or industry
(AT&T, Bellcore, ETS, Dept. of State)

 2 To respond to management directive (AT&T, Div. of Taxation)

 To respond to employee pressure

 To lower tuition reimbursement costs

 4 Other (see next page)

Question 2. Other reasons for instituting degree programs:

- AIB To increase AIB enrollments & serve banks who are AIB's supporters and who pay employee tuition.
- ETS To enhance employee retention and loyalty. What is good for the employees is good for the company.
- Tax. Division would like to show that it is willing to contribute to employees' training in hopes that the employees will show commitment to their jobs.
- State To upgrade employee skills to be on a par with employees of the clients we serve, i.e. lawyers, banks, lending institutions.

3. Which one of the above reasons for starting a degree program was the most important? Please explain why.

To respond to competitive pressure in field or industry.---- AT&T
To upgrade employees skills.----Bellcore, Blue C/S, Div. Tax.,
Dept.State

Other: To increase enrollments---AIB
NRC regulations--- PSE&G

4. How did Edison help in the development of your degree program?

Edison's Center for Corporate Partnerships helped by:

8 introducing and coordinating outside degree options for
employees.--BC&S,ETS,AT&T, AIB, PSE&G, Bellcore, State and Tax.

6 bringing educational services to our site.-- AT&T, AIB, PSE&G,
ETS, State and Tax.

2 helping us lower tuition reimbursement costs.-- AT&T, State.

Additional Comments: Edison translated cultures-- State
" Helped work through CLEP process-- State
" Brought "macro" idea into practical
educational arena-- State.

5. Do you think that your employees have been pleased with the Edison program?

Yes 8 No _____
(all respondents)

- a. Have you collected any information about employee use of Edison services?

Yes 4 No 3 If yes, please explain.

(BC&S plans to collect data
as project progresses)

6. How can Edison best continue to serve you?

a. What immediate needs for services can Edison satisfy in order to keep our program on target?

IMMEDIATE NEEDS

SITES

Follow up, feedback & regular reports.

AT&T, BC&S

Help with internal publicity, i.e.
fliers, overview sessions

Division of Taxation

Improve Guided Study On Call

Department of State

Information on what pertinent
training courses are available

Bellcore

Need to have more courses evaluated
by PONSİ

AIB

Checking employee interest to determine
next steps

ETS

On target now

PSE&G

b. What plans can we make now to take the next step in developing your employee education program?

NEXT STEPS

CLIENTS

More information, counseling and portfolio sessions if employee response is strong enough.

ETS

Joint effort to promote the degree program within the company, i.e. successful students.

AT&T

Tracking program to monitor student progress and coach them to keep going

AT&T

Community college level courses to bring employees up to speed for college level courses.

Division of Taxation

More use of interactive technology for instructional purposes.

Department of State

Work with colleges to encourage them to give resident credit through Edison

PSE&G

Further enhance the acceptance of Edison credits and degrees

PSE&G

Keep Edison in the public eye, i.e. more forums like the one with Carnevale

AIB

None yet, too soon in program.

BC&S

7. What factors within your organization make the collaboration with Edison work?

- 7 Management support--AT&T, BC&S, ETS, AIB, State and Tax.
- 4 Strong internal coordinator-- AT&T, ETS, State and Tax.
- 6 Enthusiastic employee response to program-- AT&T, BC&S, ETS, Bellcore, and Tax.
- 1 Desire to satisfy regulatory directives on employee qualifications-- PSE&G

Other comments: Board members and bank people found Edison people easy to work with even though these groups have not always interacted easily with academics.

8. What obstacles within your organization have you had to overcome to make your collaboration work?

OBSTACLES

CLIENTS

Budget restrictions due to non-profit status.

AIB

Employees failing to follow through on participating in requested activities

PSE&G

Management prejudice in favor of prestigious technological schools, i.e. MIT, Stevens.

Bellcore

Middle managers fail to take an interest in helping employees work through programs.

Division of Taxation

Difficulty getting the word out about educational programs & motivating participation.

Division of Taxation
AT&T

Employees have heavy job demands and little time

ETS, AT&T, and
Division of Taxation

No particular obstacles

Blue Cross/Blue Shield

9. What factors external to your organization presented obstacles to your work with Edison to set up a degree program?

NONE. AT&T, BC&S, AIB, ETS, Bellcore and State.

Billing process is inefficient, takes up too much secretarial time.
-- Taxation.

Some indication that Edison degree is not acceptable to some graduate programs.-- PSE&G.

10. What changes would you like to see Edison make to increase the effectiveness of our services?

CHANGES

CLIENTS

Improve employees' access to information from Edison advisors. Provide more advisors and better coordination of info.

ETS

Explain applications fee better so that people won't be scared off and the State won't be reticent to pay.

Division of Taxation

Provide regular liaison from Edison to give regular information sessions.

Division of Taxation

Look for R&D money to develop educational delivery systems.

Department of State

Improve advisory & evaluation processes

Bellcore

Lower transcription fee. AIB charges \$20 and Edison seems high to students.

AIB

Happy with changes already made, i.e. good cultivation and communication with client. Edison professionalism.

PSE&G

Too early to say

AT&T, BC&S

11. Does your organization sponsor any PONSİ courses? Yes 4 No 4

If yes, how many?_____

AT&T-- more than 100

Bellcore-- many

AIB-- 11

PSE&G-- 60

12. Has your involvement with Edison given you the opportunity to work with others outside of your organization who have common interests?

If yes, please describe.

NO: BC&S, ETS, Division of Taxation, PSE&G

YES: AT&T (AAACE)

Bellcore (Divisions of AT&T)

AIB (Paralegal field, mailing lists, networking)

State (PSE&G, AT&T, AIB -- talked about common concerns and possibility of State people taking their PONSİ courses)

13. Do you work with other colleges and universities? If so, in what capacity?

AT&T-- Stevens, Fairleigh-Dickinson & Rutgers

Bellcore-- Stevens, National Technological University (other departments of Bellcore cooperate with other schools as well)

BC&S-- Morris County College (also have job site at Essex County College where students process claims)

ETS-- Mercer County, Rutgers, Trenton State and many others in various capacities.

AIB-- St. Peter's College & Mercer County College

Taxation-- Mercer County (prime vendor for literacy skills courses)

State-- Mercer County, Burlington County and Trenton State Colleges

PSE&G-- Salem County College, Glassboro State and plans with Rutgers

14. Has your involvement with Edison led to a change in any of your policies or procedures with respect to educational programs or tuition reimbursement? If yes, please explain.

NO: AT&T, BC&S, Bellcore and PSE&G

YES: ETS (used to pay only tuition--now pays fees)
State (rarely get tuition reimbursement outside of NOTE)
AIB (charged more for PONSII courses at first, then raised others to match)
Taxation (Steps to Opportunity Workshop led to liberalization of tuition reimbursement)

15. What was your initial impression of Edison's fee structure for the services you selected?

5 Fees were reasonable and manageable-- Bellcore, State, ETS, Tax. PSE&G

2 Fees were a stretch for your budget-- AT&T & AIB

0 Fees were a major obstacle to overcome in forming a collaboration

* Blue Cross/Shield too early for present coordinator to tell.

16. Were the services you have used so far worth the cost?

Yes 7 NO _____ *BC&S, too early to tell

a. Which description of the cost/benefit ratio of Edison's services would you use?

2 Costs equaled benefits-- ETS & PSE&G

_____ Costs outweighed benefits

5 Benefits outweighed costs-- AT&T, AIB, Bellcore, Taxation & State

*BC&S, too early to tell

17. Would you recommend Edison's services to another organization?

Yes 8 No _____
(all respondents)

We would appreciate any comments that you might be able to add concerning your educational program needs or our services.

BELLCORE ESC meets the needs of the adult learner especially those with previous academic experience.

ETS Had very positive interaction with Edison. Would and have recommended Edison to others.

AT&T We need to keep people interested in expanding their responsibilities through continual education.

APPENDIX 7-A

Corporate Student Tracking Plans

Corporate Programs Student Tracking Plans

To plan an effective and forward-looking student tracking system that enables efficient and accurate reporting to corporate clients, it is necessary to understand the background and issues implicit in the present system. These are capsulized below.

Background. The problems of tracking corporate student status at Thomas A. Edison State College are tied directly to the data processing policy decisions that have been made and to the general problems of tracking student behavior. Let's consider these separately.

Data Processing Framework. Early in developing a computerized data base (approximately 5 years ago), Edison State College made the decision to build a system internally. The rationale is that few, if any, student bodies behave in the same way as Edison's, and therefore, existing data systems did not seem to conform to the College's data-keeping needs. At the same time, a decision was made to keep all student data centrally and make it accessible to all who needed it. To implement these decisions, the College purchased Wang mini-computers. To make the information accessible to all, a decision was made to computerize the environment. Operationally, what this means is that each staff person--clerical and professional--has a work station on the desk, and each has access to an integrated word and data-processing system that includes electronic mail and some standard data files (e.g. info cards). What this also means is that a lean MIS staff has increasing demands for maintenance as well as programming assistance.

Student Behavior. Because Edison students can apply or enroll any day and because they bring anywhere from zero to more than 120 credits with them when they enter, they do not fall easily into traditional categories of freshman, sophomore etc. Because they can proceed at any rate (earning as many or as few credits per semester as they can handle) and can use any of several means to earn credits (e.g. testing, portfolio, traditional college courses, corporate courses, independent study), there are a number of different credit-earning strategies to count. In short, the problems are much different and more complex than in a time or course-based system.

These problems are compounded by several variables. First, activities at a corporate site and credits do not necessarily tie together. For example, a corporate student may attend a CLEP preparation course, then take up to six CLEP General Examinations. Although the College can keep track of the test registrations, there is no control over the score reporting. Students may choose to forward their scores to the College or they may not.

Second, in building the initial student data base, the concern (and still the greatest concern) is with the student's current enrollment status. Because "matriculated status" depends on paying an annual enrollment fee, a student may be "full-time" one day and inactive the next. There is not necessarily a connection between any group of corporate students and a specific time frame.

Third, the data base is currently being expanded to include a "transcript evaluation" system in which student academic records are transcribed. When this is done (and it is coming up now), it will be possible to identify a single or group of students' academic activity by method of earning credit, time, etc. In the meantime, reports on student activity are tied to the billing and payment records, and we can reasonably count only those activities for which a student has been billed, i.e. X number of transfer credits transcribed (the easy one), 15 credits of portfolio attempted (no record of success is presently available in the data base).

Fourth, no complete system of inquiries exist, and no computerized system exists to track students from inquiry through application to enrollment. The admissions office keeps track of people who call directly. However, a student may pick up information from another source and then enroll directly. These options are more important to Edison than an accurate inquiry data base (although we work on improving the quality of that data). That means, on any given day, students may enroll directly without appearing in any inquiry or enrollment data base. This is also true of corporate students. Even if an inquiry data base did exist, these students might not appear in it.

Fifth, students covered by a contract are not necessarily in one location. An example of this is the relationship the Center has had with the American Institute on Banking. Because of its affiliation with several banks, inquiries, applicants, or students may be located in any of several locations.

There may be more dynamics—but this list is long and complex enough to define the problem. It is currently possible to track individual students, but it must be done by hand and involves an enormous amount of staff time. Instead, we have devoted time to trying to develop a longer term solution to the problem.

The key strategy here has been developing an "employer code." This code has three parts. These are (1) a 2 digit Student Information Code (SIC) number, (2) a counter to identify the number of a company within a broad category (e.g. with telecommunications, ATT may be #1, MCI may be #2), and (3) the first 3 digits of the zip code together with the location. The system was designed so the number is input at the time of application.

We have encountered two major problems with this. Although, conceptually, the number (which is constructed like a telephone number) seems sound, there has been a gap between the idea and the programming effectiveness. Second, it was originally assumed the coding could be done by a clerical person. At first--and even yet--this involved too many complex decisions and was frequently done incorrectly thus introducing too many errors into the system. Currently, we have stopped coding, and, as soon as this report is done, we will dump the codes and start inputting correct codes for our students. At that point, coding new applications will resume as well.

Separate Data Base The lesson that has been learned in this whole process is that the Center needs its own tracking system. We would like to build a separate data management system for data such as: student names and demographic information, employer information, Edison activities and services provided, as well as when they were provided and who participated. We would like to have easy access to information on a company basis as well as on an activity basis. For instance, we would like to facilitate making reports to clients by standardizing our own record keeping in ways that will be adaptable

to providing pertinent information to clients. We would like to be able to evaluate the different services we provide by looking at their success on an across-the-board basis. Most importantly we would like to be able to determine things like the average length of time it takes for a CCP student to complete a degree compared to other Edison students. We need to be able to look at trends and numbers of students served over time. We need to be able to evaluate our programs in a more systematic way.

We are currently requesting funding to purchase PC's and have them networked so that we can start to generate the data we need in a timely, efficient fashion. Academic information such as grades will still be kept by the College. The student data that the Center will collect will be entered in the department. This will require a strategy as well as equipment to insure that data is input regularly and consistently. We have started to develop this strategy by developing forms and questionnaires for the kind of information we need to keep. In addition, the staff has been asked to focus on how to simplify some of the logistical problems involved in getting things like inquiry information from the various sites we serve. We feel confident that with adequate equipment and software we can solve what has been a very frustrating problem for a growing department.

APPENDIX 7-B

Center Data Forms

SUMMARY STATUS SHEET

Month: _____

CLIENT: _____

CONTRACT DATES: _____

CONTRACTED SERVICES: _____

ACTIVITIES TO BE PROVIDED:	LOCATION	NUMBER	DATE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

BILLING STATUS:

Service fees: _____
Student fees: _____
Other fees: _____
Special billing procedures: _____

COMPLETED ACTIVITIES:	NUMBER	DATES	RESULTS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

FOLLOW-UP ACTIVITIES: _____

ESC Contact: _____

CENTER FOR
CORPORATE PARTNERSHIPS

SUMMARY SHEET

ORGANIZATION _____

<u>Activity/Location</u>	<u>Personnel</u>	<u>Number/ Students</u>	<u>Date</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CENTER MONTHLY REPORT

Sample Copy - April, 1989

CENTER FOR
CORPORATE PARTNERSHIPS
Report for Month of April, 1989
BUSINESS GENERATING

PROMOTIONAL ACTIVITIES

<u>Organization(s)</u>	<u>Date</u>	<u>Type</u>	<u>Purpose</u>
AT&T Corporate Educ.	4/26	M. Barnard, J. Ratigan meeting	Discussed possible PONSI evaluation for new courses
PR Congress	4/28	T. Vogt, J. Ratigan meeting	Re: possible PONSI evaluation of field training courses

CLIENT DEVELOPMENT ACTIVITIES

Meetings

<u>Organization(s)</u>	<u>Date</u>	<u>Participants</u>	<u>Purpose/Results</u>
AT&T Network Operations	4/3	P. Michlin, I. Saltiel	Scheduling future events with ESC
Bellcore	4/6	L. Weisner, D. Dorer, I. Saltiel	FICE evaluation meeting
Atlantic Electric	4/7	P. Doursea, I. Saltiel	Discussed Ctr. Services
PSE&G Nuclear	4/10	P. Leonardi, I. Saltiel, S. Eveslage	Discussed potent- ial contract
AT&T-Morristown	4/26	C. Gavel, I. Saltiel	Discussed poss- ibilities for collaboration
WANG 4/24	4/24	T. Conlon, J. Rat- igan, D. Hopkins, M. Scheiring, R. Hansen, S. Eveslage	Set next agenda as meeting to review courses for PONSI
NJ Credit Union League	4/1	L. Davis	Presentation of ESC & Ctr. Services
AETNA Insurance Co.	4/3	R. McHugo, L. Davis	Follow-up on Aetna project

CLIENT DEVELOPMENT ACTIVITIES
(continued)

<u>Organizations</u>	<u>Date</u>	<u>Participants</u>	<u>Purpose/Results</u>
NJ Dept/Human Services	4/10	P. Hutcheson, L. Davis	Talked about Edison fees
NJ Dept/Personnel	4/12	A. Joseph, L. Davis	Talked about State Advisory Board & SSPC (PONSİ)
NJ Credit Union League	4/13	L. Davis, D. Clark	Follow-up on pre- sentation, talked about providing info to prospect- ive students
National Westminster Bank	4/17	T. Stanton, L. Davis	Talked about Edison/AIB Forum
NJ Dept/Treasury	4/21	E. Scheingold, L. Davis	Talked about State Advisory Bd.
NJ Dept/Labor	4/27	M. J. Meehan, (Ass't Commission- er), R. Hansen, S. Eveslage	Clearinghouse Proposal

Significant Developments

<u>Organizations</u>	<u>Development</u>
Omaha Public Power	Work scheduled to begin in May

PROFESSIONAL ACTIVITIES

<u>Organizations</u>	<u>Activity</u>	<u>Personnel</u>	<u>Date</u>
NJALL	Attended Executive Board meeting	I. Saltiel	4/21/89
AAACE	Planning meeting for National Conference	I. Saltiel	4/24/89

STUDENT SERVICES PROVIDED

<u>Service Provided</u>	<u>Organization/ Location</u>	<u>Date</u>	<u>Number/ Students</u>	<u>Staff Days</u>
TECEP Administration	PSE&G-Nuclear	4/11	8	1
Individual Counseling Appointments	AT&T-Bedminster	4/13	7	1
	AT&T-Bedminster	4/27	7	1
College Study Skills	Bellcore, Piscataway	4/20,27	25 (consultant)	2
Pre-Enrollment Advisement	NJ Dept/State	4/19	4	1/2

PONSI MONTHLY REPORT

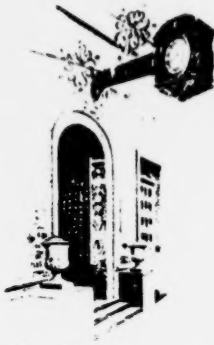
<u>Organizations</u>	<u>Date Application Received</u>	<u>Purpose/Results</u>
Bally's	4/89	PONSI application for number of their supervision courses

EVALUATIONS COMPLETED

<u>Organizations</u>	<u>1st Yr.</u>	<u>5 Yr.</u>	<u>Date</u>	<u>No. of Courses</u>	<u>No. of Credits</u>	<u>No. of Potential Students</u>
National Academy for Para- legal Studies	X	X	4/12, 4/13	17	23	1200
Metropolitan Tech.	X		4/20, 4/21	21	41	90

APPENDIX 7-C

Center Client Report Formats



Thomas A. Edison State College
101 West State Street
CN 545
Trenton, New Jersey 08625

ANNUAL REPORT

to

Bell Communications Research

from

The Center for Corporate Partnerships
Thomas A. Edison State College

February, 1986

ANNUAL REPORT

Bell Communications Research

This report summarizes the activities occurring under the aegis of Bell Communication's Research membership in the Center for Corporate Partnerships at Thomas A. Edison State College. Technically, this report should represent only one year's activities, but because several Bell Core employees were enrolled with Edison before the contract, the data presented include all identified Bell Core employees.

The report has four key areas: (1) a brief summary of the activities that occurred, including a summary showing how Bell Core employees have progressed toward their degrees, (2) an educational needs analysis detailing the kinds of requirements Bell Core employees must meet to complete their needs, (3) a cost analysis showing the specific costs assessed to each Bell Core employee and averaging the per-semester hour costs, and (4) a list of recommendations.

I. Activities and Participant Characteristics

Summary of Activities. In January of 1985, Bell Communications Research, Inc. and Thomas A. Edison State College signed a Center membership agreement for one year's on-site academic services. Since then Edison staff persons have made ten academic advising visits to Bell Core, conducted one Portfolio Orientation Workshop at the facility, and scheduled an academic advising appointment for February 1986.

Participant Characteristics. Thirty-four individuals have been enrolled with the College. Twenty-three Bell Core employees are actively pursuing degrees at Thomas A. Edison State College. Two additional employees have applied and are expected to enroll shortly, and eight are inactive. Eleven (11) of these enrollments followed the beginning of the membership period.

Degrees Sought. Thirteen (13) of the individuals included in this report are seeking associate degrees, and 33 are pursuing baccalaureate degrees. Because of Edison's policy allowing simultaneous enrollment in an associate and baccalaureate degree program, all but one of the associate degree candidates is also working toward a baccalaureate degree. The totals and the specific degrees sought are listed in Table 1.

Degrees Earned. One Bell Core employee received a Baccalaureate Degree from the College in October 1985, and two employees received Edison baccalaureate degrees in February 1986.

Appendix A is a more detailed report showing a listing of students

including the degrees they are seeking and the progress each has made toward completing the degree selected.

Table 1. Degrees Sought by Bell Core Employees

Associate in Science in Management	7
Associate in Arts	5
Associate in Science in Applied Science & Tech.	1
Associate Degree Total	13
Bachelor of Science in Business Administration	18
Bachelor of Science in Applied Science & Tech.	9
Bachelor of Arts	6
Baccalaureate Degree Total	33

Progress Toward the Baccalaureate Degree. All but one of the 34 Bell Core employees included in this report have enrolled in one of the College's baccalaureate degree programs. Eight of these have completed less than half the degree, 22 have completed more than half the degree, and three have graduated.

PONSI Credits Used. One area that deserves special note is that a number of Bell Core students have been able to use evaluated AT&T courses toward their degrees. Several divisions of AT&T as well as the operating companies have sponsored evaluations of their in-house training programs through the Program on Noncollegiate Sponsored Instruction (PONSI). These courses are then treated as transfer credit by Edison State College. Of the individuals included in this report, eight (8) have been able to use AT&T courses toward their degrees. Those eight students have used a total of 20 courses from four different organizational units (AT&T Center for Systems Education, AT&T Training and Development, Bell Atlantic, and Bell of Pennsylvania). In total, these students have earned 47 semester hours of credit through this method.

II. Educational Needs Analysis

This section of the report analyzes the educational needs of Bell Core employees in an effort to identify common areas of academic need. Most of the individuals require some additional liberal arts work to complete their degrees. The specific areas needed to fill those degree requirements, however, varies according to individuals. The analysis shows that the most common areas of need are those liberal arts areas required for the specific degree program and the required core courses. Table 2. "Educational Needs Analysis" shows the numbers of employees who need to meet each required course in the two most commonly selected degrees, the Bachelor of Arts in Applied Science and Technology (BSAST) and the Bachelor of Science in Business Administration (BSBA).

Table 2. Educational Needs Analysis

<u>Areas of Academic Need</u>	<u>No. of Students Requiring Credits</u>	
	BSAST	BSBA
I. Liberal Arts Areas		
College Physics	6	
Macroeconomics		7
Microeconomics		5
II. Professional Core Areas		
Management Process	4	
Technical Writing	6	
Accounting I		5
Accounting II		7
Business Law		7
Data Processing		7
Management Process		11
Principles of Finance		13
Introduction to Marketing		9
Operations Management		15
Business Policy		16
Business in Society		16
Statistics		12

III. Cost Analysis

The cost analysis included here is presented in two ways. First, the overall student fees paid to Edison have been divided by the fees paid. Appendix B includes the "Corporate Center Activity" report that lists each individual Bell Core employee, shows the fees assessed, totals the number of semester hours earned, and reports an average semester hour costs.

Total costs per credit. The key numbers found in this report are on the "bottom line" of the report. The twenty-seven Bell Core employees included in this report have earned a total of 1347 semester hours of credit for an average expenditure with Edison of \$8.87 per semester hour earned.

Tuition savings through PONSİ. One of the premises of the Program on Noncollegiate Sponsored Instruction (PONSİ) is that corporations should not have to pay twice for education already provided in-house. The ability of eight Bell Core students to use PONSİ credits allows a graphic demonstration of the company's savings in tuition reimbursement costs. At Edison, Bell Core has paid \$141 in transcription fees for those students. If those individuals had attended a college that did not allow use of those courses toward the degree, the expenditure may have ranged from about \$30 per semester hour of credit at a community college up to \$150 at a private institution. Computed another way, the costs could have been as low as \$1,410 for 47 credits at a community college or up to \$7,050 at a private college.

Another way to look at costs is that Bell Core has spent \$8.87 per semester hour of credit earned while it saved up to \$21,000 in tuition savings.

IV. Conclusions and Recommendations for Further Action

By taking a more proactive approach, the numbers of Bell Core employees served under the Center membership may be expanded significantly. The following set of recommendations are offered as the basis for planning a strategy for the following year.

1. Review the strategies used to assist Bell Core employees prior to their enrollment.
 - a. At least twenty-seven (27) individuals receive individualized pre-enrollment advising. Larger numbers of people may be served by promoting and then offering group presentations to allow individuals to become familiar with Edison programs. Subsequent individualized appointments may then be held.
 - b. Options such as workshops designed to assist individuals in selecting a degree may be another way to assist pre-enrolled individuals in assessing their options.

c. Distributing more materials internally may generate more interest from employees. Or perhaps an article in the house organ highlighting the opportunities available may generate more interest.

3. The educational needs analysis might be used to identify and offer low-cost strategies for completing degrees. For example, each of the academic needs in the business degree can be completed at Edison by examination. Bell Core may wish to explore offering on-site examinations to serve those students, or, if a course seems to be a more appropriate strategy for completing the degree, Bell Core may wish to consider offering a course on-site.

4. Edison will take a more proactive posture in contacting enrolled students and offering them the availability of on-site advising.

5. A specific meeting should occur to assess the content of this report and develop an action plan for the next year.

Participant Breakdown

Applicants-----	2
Enrolled Students-----	23
Inactive-----	6
Associate Degree Graduates	
Baccalaureate Graduates*	
Scheduled** Baccalaureate Graduates	
Total	34*

*Because of dual enrollments in associate and baccalaureate degrees

**Degrees to be conferred on February 1, 1986.

Quarterly Progress Report
Submitted to
Public Service Electric & Gas,
Nuclear Training Department
July 1, 1987

Iris Saltiel, Administrator
Center for Corporate Partnerships
Thomas A. Edison State College
Trenton, New Jersey 08625

Introduction

Since January, the momentum first established by the individuals in the pilot group has continued. The individuals have far exceeded the expectations we had of them. As can be seen by the credit earning chart on page 3, most have achieved above the normal expectations of six semester hours.

Academic Advisement

Academic advisement and counseling was provided on April 23rd and June 10th. Dr. Susan Friedman, Coordinator of the Bachelor of Science degree program, met with individuals to discuss plans for how they will complete their degree requirements on April 23rd. Dates, service provided and attendance of each session follows:

April 23, 1987

Academic Advisement

(8 Names Listed *)

ESC Overview

(6 Names Listed)

June 10, 1987

Academic Advisement

(12 Names Listed)

ESC Orientation

(8 Names Listed)

* Student Names Deleted From Report

Testing

Testing for academic credit has been conducted at the training center through the Thomas Edison Credit by Examination Program (TECEP). This program has been made available to all employees through Paul Leonardi, PSE&G. Dates, attendance and exams attempted follow:

April 9, 1987	One Student	Technical Writing
	"	Technical Writing
	"	Technical Writing
May 16, 1987	"	Technical Writing
	"	Statistics
	"	Statistics
	"	Statistics
	"	Written Expression
	"	Physics I
	"	Physics I

The next testing date is scheduled for July 23, 1987. Registrations are currently being accepted through the first week of July. At this point the following people are registered.

One Student	Public Relations and BASIC
"	Statistics and BASIC
"	Statistics and Substance Abuse
"	Statistics

Direct Instruction

Principles of Management was offered in the Training Center by Salem Community College this spring. The following people were enrolled in the course:

(14 Names Listed)

Direct Instruction (cont.)

Courses have been scheduled through Salem Community College at the Nuclear Training Center to run through the summer. The first is Technical Writing. Enrollment follows:

Technical Writing

(20 Names Listed)

Statistics will be offered in the Summer second semester through Salem Community College. Currently, the following people are registered:

Statistics

(14 Names Listed)

A Computer Programming course will be offered in the Fall at the training center through Salem Community College to meet the ESC requirement.

Summary

We are very pleased with the progress made to date. Randy Thorsen will graduate in July with a Bachelor of Science in Nuclear Industrial Operations. He is the second to graduate in the original pilot group. Since the beginning of this project, the following events have occurred: two courses have been offered on-site, three days for credit by examination have been held, six on-site academic advisement/counseling days were held and events are currently scheduled into the fall. The chart on the following page outlines evaluative progress as well as current credit earning activities of the individuals.

<u>NAME</u>	<u>CREDITS TOWARDS DEGREE</u>		<u>CURRENT ACTIVITIES</u>
	<u>ORIGINAL</u>	<u>TO DATE</u>	
One Student	72	81	Management Principles 3 credits
"	87	90	Management Principles Technical Writing Statistics 9 credits
"	102.6	108.6	Management Principles Technical Writing Statistics 9 credits
"	81	102	Management Principles Statistics Public Relations BASIC (Computer) Technical Writing 15 credits
"	109	109	Management Principles Technical Writing Statistics 9 credits
"	96	113.3	Management Principles 3 credits
"	93.5	93.5	Management Principles Substance Abuse Statistics 9 credits
"	79	109	Management Principles Statistics 6 credits
"	65	97	
"	97	97	Management Principles Technical Writing Statistics 6 credits
"	69	108	Management Principles Statistics 6 credits
"	44	59	Technical Writing 3 credits
"	102	114	Technical Writing Statistics 6 credits
"	86	120	Graduation July, 1987
"	72	81	Management Principles Statistics BASIC (Computer) 9 credits
"	102	102	Management Principles 3 credits